



Sing and Spell  
Even More  
Sight Words  
Volume 3

Handmotions

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[www.heidisongs.com](http://www.heidisongs.com)

# Using Music and Movement to Reach Your K-1 English Language Learners

Presented By Heidi Butkus

More Info: [www.heidisongs.com](http://www.heidisongs.com)

The methods suggested in this presentation are supported by brain research and are also consistent with "best practices" recommended by the Learning Disability Association, the Council for Exceptional Children, the International Dyslexia Association, and other respected organizations. I took the principals that worked for language arts and applied them to math instruction, and this is what I got!

I found that the methods that work consistently well take advantage of *simultaneous* multisensory teaching techniques. This is simultaneous multisensory teaching in a nutshell:

*The more senses involved all at once, the better you retain information.*

## Help! I've got a silly song stuck in my head!

Multisensory teaching is *simultaneously* using multiple pathways in the brain to reach your students

The best songs for teaching young children include motions, are repetitive, and are just a little bit silly! As a rule of thumb, if it sticks in your head and drives you crazy, you probably just hit the nail right on the head!



Why is does this work? If one pathway to the brain is blocked, (as in a learning disability) there are other alternatives or paths to take in information.

Why use special education techniques to help children who are merely learning English as their second language? Because if you use techniques designed to get past a learning disability, you will very likely be able to teach them the content **no matter what!** Simply over-compensate for the lack of English language skills by using techniques designed for students with learning disabilities. **Then you can be fairly sure that if it is possible for them to learn, they WILL learn! Then add as much language into it as possible!**

## Helpful Hints for Using Sing and Spell

1. To maximize results, introduce just one or two songs a week for Kindergarten. You can increase the number of songs introduced per week for older children.
2. Practice getting your children to calm down when you are done singing. Demonstrate the behavior you expect, and practice it with the children before you begin.
3. Always include hand motions of some kind. This keeps the children motivated and engaged.
4. Always show the word when you introduce a song. Have the children spell it aloud with you as you point to the letters.
5. Once the children know the songs, have them sit and write the words as you sing them. I use individual white boards or "Magna-doodles" for the children to write on.
6. Use the songs as a classroom management tool. If your students are getting restless, have them stand and sing a song with movements. They can get their wiggles out AND learn at the same time. They can also be used for review during those "unteachable" transition times.
7. Demonstrate how to write sentences, using the songs as a spelling tool. Explicitly teach what the songs can be used for.
8. Use a word wall. Some kids can repeat the spellings but not visualize the word. Have them sing the song aloud, and then find the word on the wall to copy it.

## More ways to practice sight words:

### 1. *Play Singing Sight Word Bingo.*

The caller sings the song of the word, rather than just say the word.

### 2. *Play Word Wall Hang Man.*

It plays the same as the traditional game, but you choose only words from the word wall. For a non-violent version, draw some other object (like a pumpkin or a shamrock) rather than a hanging man.

### 3. *Use Word Whackers.*

Practice finding the word by whacking it with a spatula, etc.

### 4. *Make Sing Along Songbooks.*

Let the children practice reading the words as often as possible. My students enjoyed reading little song books that I made up for them. You can purchase the masters for these online at [Heidisongs.com](http://Heidisongs.com) and print them out yourself. Or make your own by typing up the words.

\*If you make individual books, the children can highlight the target words.

### 5. *Make a literacy center.*

Print the words to a song on index paper, laminating it, and letting the children circle the target word with an erasable pen.

### 6. *Make your own worksheets.*

Make worksheets out of the songs by printing out the words to a song, and leaving out the target word each time it comes up. Have the kids fill in the missing words. The masters for these are also online at [Heidisongs.com](http://Heidisongs.com), along with the Sing Along Songbooks, or you can make them yourself.

7. *Make Sight Word Puzzles* by printing the word out in large type on very heavy index paper, and cutting it apart.

### 8. *Play Jump On It.*

Write the words on some heavy paper and laminate them. Lay them on the floor, and call out a word. The children run and jump on the word, calling out the name of it when they land. Related game: hide something under these words, and have the kids guess where it is by calling out a word and then looking under it.



All Heidisongs products also available on DVD to show visual aids and to help demonstrate the kinesthetic movements which activate the muscle memory required by some children to help them remember. Makes learning fast, fun and easy as they sing along to the music for a true multi-sensory learning experience!  
Order Online @ [www.HeidiSongs.com](http://www.HeidiSongs.com)

Additional resources available at  
[www.heidisongs.com](http://www.heidisongs.com)

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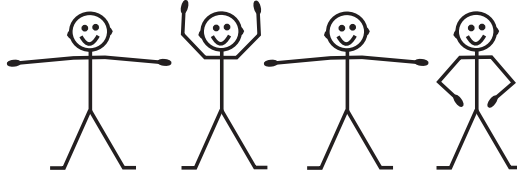
More Information:  
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# AGAIN

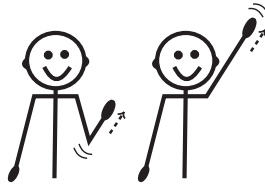
(Sounds like "First in Ten" Cheer)

Swing arms in the formations shown as if cheerleading on the letters indicated.



A- G- A- I-N,

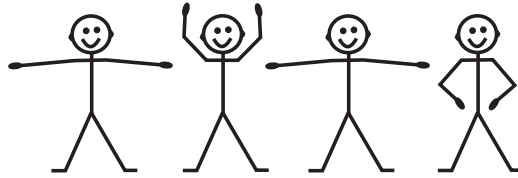
Get ready to punch in the air on the words "Do it."



Punch up in the air on the word, "again."

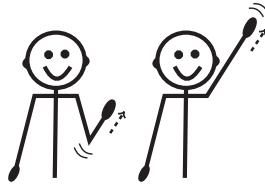
Do it again!

Swing arms in the formations shown as if cheerleading on the letters indicated.



A- G- A- I-N,

Get ready to punch in the air on the words "Do it."



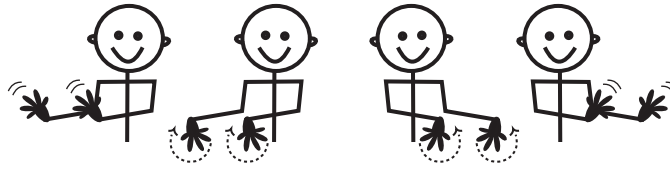
Punch up in the air on the word, "again."

Do it again!  
(repeat)

# AWAY

(Sounds like "K-K-K Katy")

Starting on the left,  
pretend to brush  
something away.



Starting on the right,  
pretend to brush  
something away.

## A-W-AY, A-W-AY,

**March!**

March in place on  
the words, "Dick  
and Jane can run."



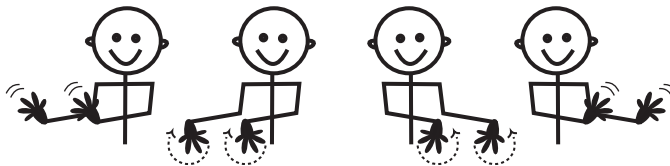
**Run!**

Run in place on  
the words, "away,  
away, away."



## Dick and Jane can run away, away, away!

Starting on the left,  
pretend to brush  
something away.



Starting on the right,  
pretend to brush  
something away.

## A-W-AY, A-W-AY,

**March!**

March in place on  
the words, "Dick  
and Jane can run."



**Run!**

Run in place on  
the words, "away,  
away, away."



## Dick and Jane can run away, away, away!

(repeat)

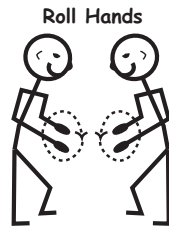
# COME

(Sounds like "Little Liza Jane")

Note:

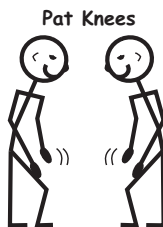
The hand motions for this song are done with a partner. The motions are done just like the dance for "Little Liza Jane."

Facing a partner, roll hands on the words, "Come, Little Liza."



## Come, little Liza,

Slap legs on C-O,  
then clap



C - O -



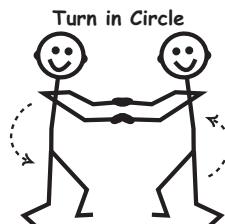
M - E!



Slap hands with your partner  
"patty cake" style  
on M-E.

(repeat)

Take your partners  
hands and circle  
around.



## Come and play, everyday, Come play with me!

(repeat)

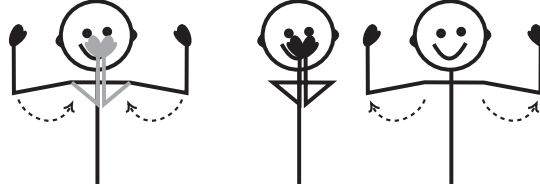


# COULD

(Sounds like "A-Hunting We Will Go")

Pretend to lift weights in time to the music (because you can!)

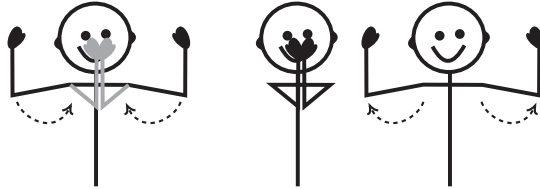
Rotate Elbows Together, and Back Again



Just a C-O-U-L-D,

Pretend to lift weights in time to the music

Rotate Elbows Together, and Back Again



Just C-O-U-L-D!

Punch twice with the left and twice with the right in time to the music.

Punch,  
punch!



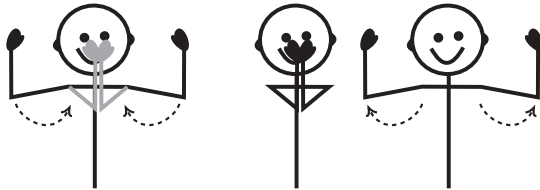
Punch,  
punch!



Can you spell could? You really should!

Pretend to lift weights in time to the music

Rotate Elbows Together, and Back Again

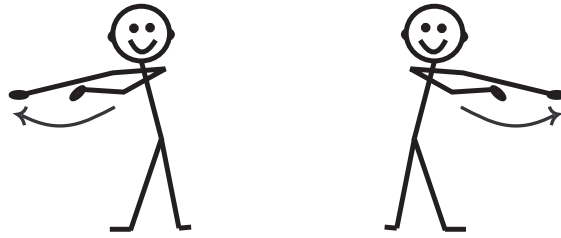


It's C-O-U-L-D!

# HELP

(Sounds like "Lean to the Left" Cheer)

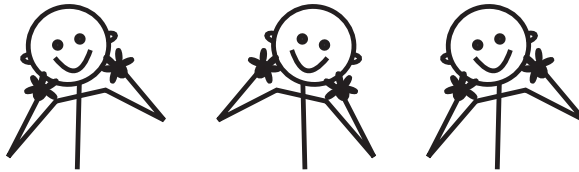
Lean to the left,  
sticking arms out  
to the side.



Lean to the right,  
sticking arms out  
to the side.

H-E-L-P! H-E-L-P!

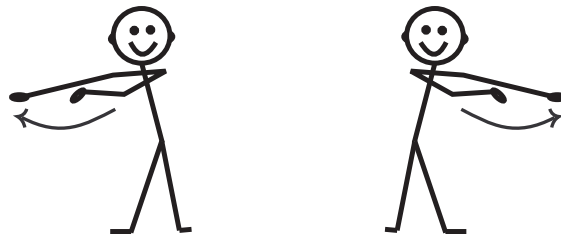
Flip hands up and  
down when you say,  
"help me!"



Clap on the  
word,  
"please."

Help me, help me, help me please!

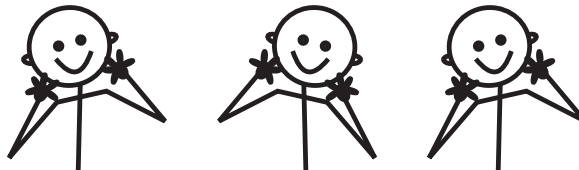
Lean to the left,  
sticking arms out  
to the side.



Lean to the right,  
sticking arms out  
to the side.

H-E-L-P! H-E-L-P!

Flip hands up and  
down when you say,  
"help me!"



Clap on the  
word,  
"please."

Help me, help me, help me please!



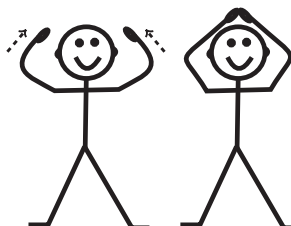
# HOUSE

(Sounds like "Yankee Doodle")

Bounce Thumbs  
Back & Forth,  
Left & Right



Bounce Your Thumbs,  
Left, Right, Left



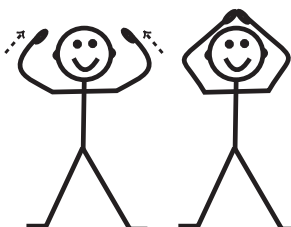
Bounce hands  
upwards, building  
the roof of your  
house.

## I spell house with an H-O-U-S-E!

Bounce Thumbs  
Back & Forth,  
Left & Right



Bounce Your Thumbs,  
Left, Right, Left



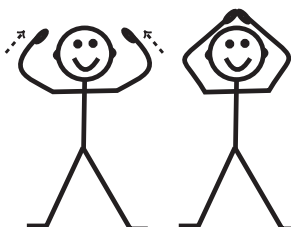
Bounce hands  
upwards, building  
the roof of your  
house.

## I spell house with an H-O-U-S-E!

Bounce Thumbs  
Back & Forth,  
Left & Right



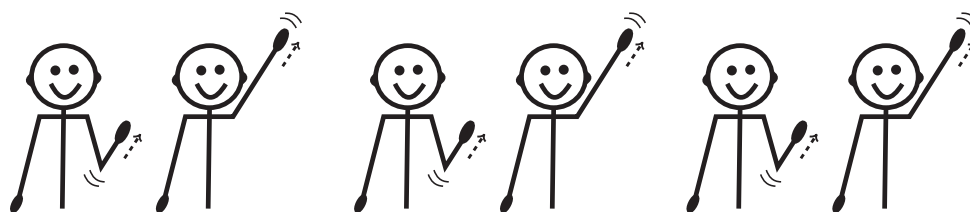
Bounce Your Thumbs,  
Left, Right, Left



Bounce hands  
upwards, building  
the roof of your  
house.

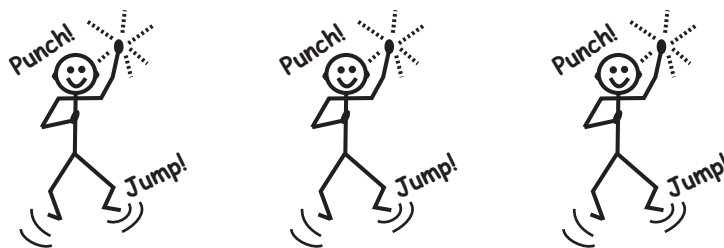
## I spell house with an H-O-U-S-E!

Punch the air on  
the words "good,"  
"old," and  
"tonight."



## We'll have a good time in the old house tonight.

Jump and punch  
the air on the  
words "party."

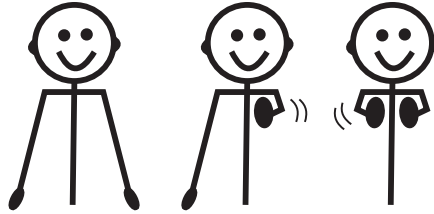


## Party, party party!

# HOW

(Music by L. LeVier, Lyrics by H. Butkus)

Push one hand forward  
like an indian might  
say, "How!"

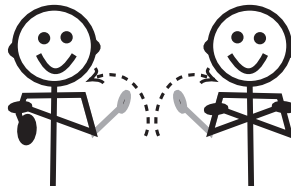


Push the other hand  
forward also.

"How" is written, "how" is written,

## Cross Arms

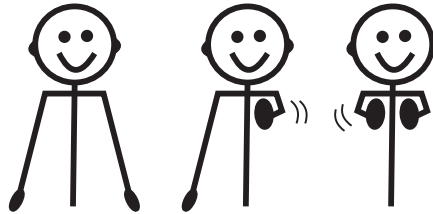
Cross one hand over the  
other in front of your  
chest in time to the music  
on the letters H and O.



Bounce folded arms in  
front of your chest on the  
letter W.

H-O-W!

Push one hand forward  
like an indian might  
say, "How!"

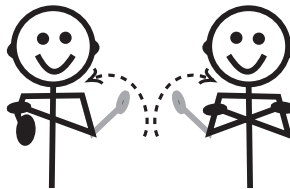


Push the other hand  
forward also.

"How" is written, "how" is written,

## Cross Arms

Cross one hand over the  
other in front of your  
chest in time to the music  
on the letters H and O.



Bounce folded arms in  
front of your chest on the  
letter W.

H-O-W!

Push one hand forward  
like an indian might  
say, "How!"

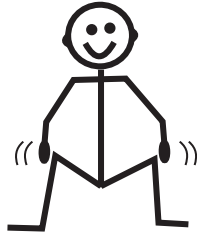


How!

# JUMP

(Sounds like "Jump Down, Turn Around")

Jump down and slap knees.



Turn around.



You gotta jump down, turn around,

Jump and Push  
Hands Down

Jump and Push  
Hands Down

Jump and Push  
Hands Down

Jump up and down  
three times.



J-U-M-P!

Jump down and slap  
knees.



Turn around.



You gotta jump down, turn around,

Jump and Push  
Hands Down

Jump and Push  
Hands Down

Jump and Push  
Hands Down

Jump up and down  
three times.



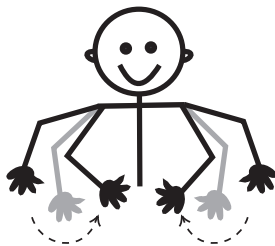
J-U-M-P!

(repeat)

# LITTLE

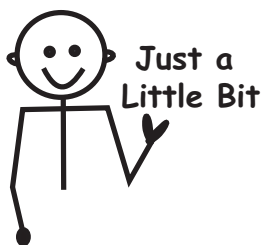
(Sounds like "The B-I-B-L-E")

Bounce your hands together in time to the music, getting smaller and smaller.



L-I-T-T-L-E,

Show me just a pinch of something very small between your fingers.



Thumbs to Yourself!

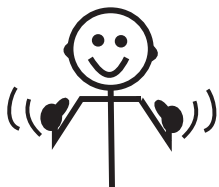


Point to yourself.

It's little, little, me!

Thumbs to Yourself!

Point to yourself.

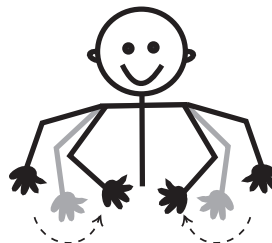


I can spell it,

Show me just a pinch of something very small between your fingers on the word, "little."



Bounce your hands together in time to the music, getting smaller and smaller as you spell.



Little is L-I-T-T-L-E!

# LOOK

(Sounds like "Ta-ra-ra-boom-de-ay" by H. Sayers)

Bop yourself on the head on the word, "boom."

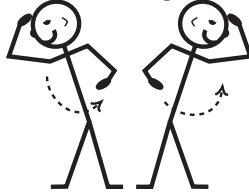
Bop Head



Ta-ra-ra-boom-de-ay!

Put your left hand over your eyes as if looking for something. Swing your body from left to right as you look.

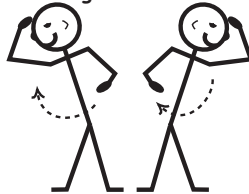
Look Around,  
Left to Right



"Look" is L-O-O-K!

Put your right hand over your eyes as if looking for something. Swing your body from right to left as you look.

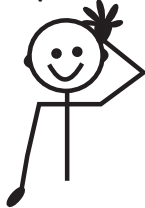
Look Around,  
Right to Left



"Look" is L-O-O-K!

Bop yourself on the head on the word, "boom."

Bop Head



Ta-ra-ra-boom-de-ay!

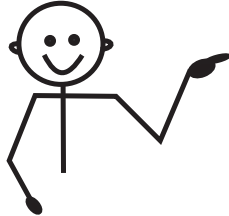
# MAKE

(Sounds like "Nobody Likes Me")

Point!

Hand in Fists

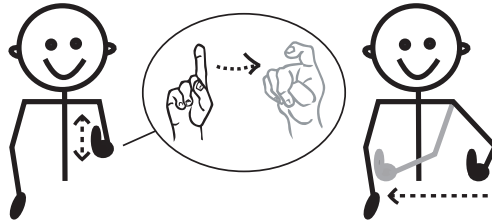
Point to somebody.



Make fists in front of you, like you are going to fight with somebody.

You can't make me, M-A-K-E,

Make your finger inch by like a little worm.

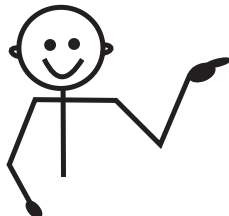


Make me go eat worms!

Point!

Hand in Fists

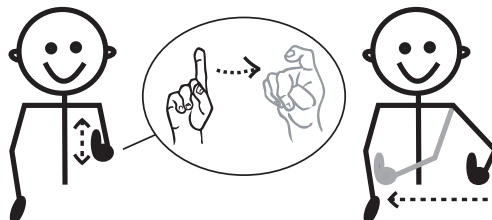
Point to somebody.



Make fists in front of you, like you are going to fight with somebody.

You can't make me, M-A-K-E,

Make your finger inch by like a little worm.



Itsy, bitsy, fuzzy, wuzzy worms!

The hand motions for this song are just like the ones for One Finger, One Thumb.

# ONE

(Sounds like, "One Finger, One Thumb")

Pinch Finger to Thumb

On your left hand, tap your index finger together with your thumb in time to the music



One finger, one thumb, keep moving,

Pinch Finger to Thumb

With both hands, tap your index finger together with your thumb in time to the music



O-N-E-, keep moving!

Keep your fingers going and add one leg tapping.



O-N-E, keep moving,

Keep your fingers going and add both legs tapping (you'll look like you are marching with tapping fingers.)



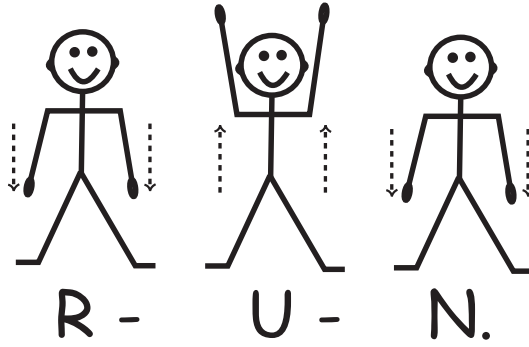
And we'll all spell number one!



# RUN

(By Heidi Butkus)

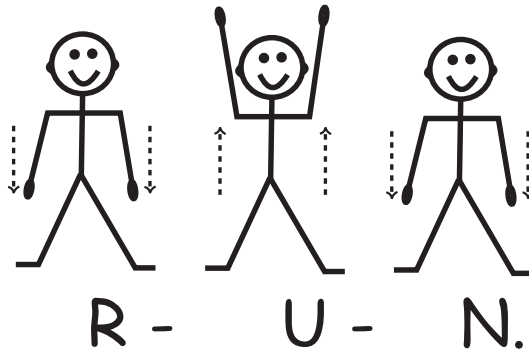
Hands down on R, up on U,  
and down again on N as  
shown.



Run in place.



Hands down on R, up on U,  
and down again on N as  
shown.



Run in place.

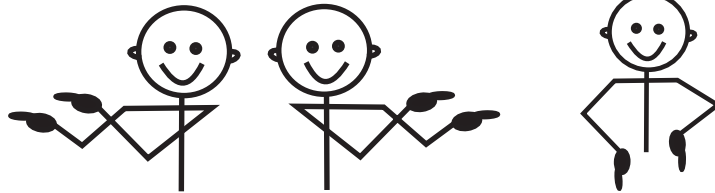


(repeat)

# SHOULD

Point your fingers and bounce your hands to the right on the second "should."

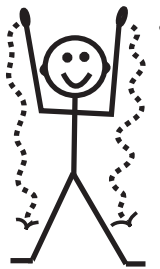
Point your fingers and bounce your hands to the left on the first "should."



Point your fingers and bounce your hands to the center on the third "should."

S-H-O-U-L-D, S-H-O-U-L-D, S-H-O-U-L-D,

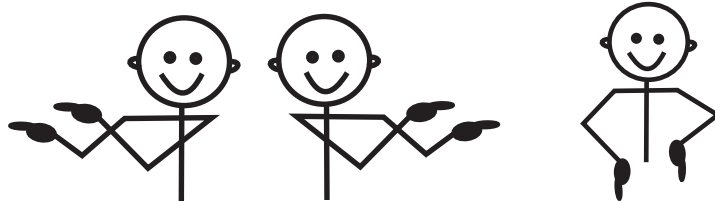
Start high and wave hands down to the floor.



Should, should, should, should, should,  
should, should, should!

Point your fingers and bounce your hands to the right on the second "should."

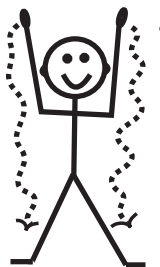
Point your fingers and bounce your hands to the left on the first "should."



Point your fingers and bounce your hands to the center on the third "should."

S-H-O-U-L-D, S-H-O-U-L-D, S-H-O-U-L-D,

Start high and wave hands down to the floor.

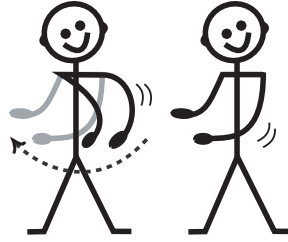


Should, should, should!

# THEIR

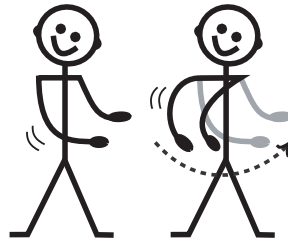
(Sounds like, "Dunderbeck's Machine")

Step together  
step to the right,  
swinging arms as  
you go.



Oh, "their" is written, "their" is written,  
T-H-E-I-R!

Step together  
step to the left,  
swinging arms as  
you go.



For something that belongs to them,  
it's T-H-E-I-R!

Rock Arms



Rock your baby on  
the word, "dolly."

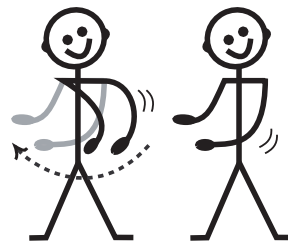
Make a house



Drive your car.

Like it's their dolly, it's their house, or  
maybe it's their car.

Step together  
step to the right,  
swinging arms as  
you go.



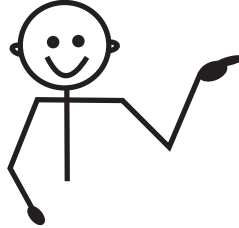
For something that belongs to them,  
it's T-H-E-I-R!

# THERE

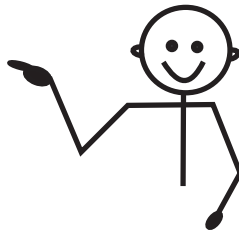
(Sounds like "Over There" by G.M. Cohan)

Point!

Point to something  
or someone.



Over there!



Point to something  
or someone.

Over there!

March!

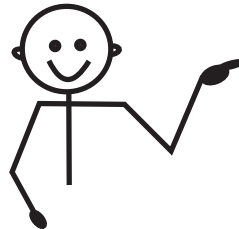
March, swinging  
arms.



T-H-E-R-E,

Point!

Point to something  
or someone.



Over there!

# THEY'RE

(by Heidi Butkus)

Put one hand out and hit a "pose" on the word, "they're."



Put one hand out and hit a "pose" on the word, "they're."

They're so fine! They are so fine!

Put one hand out and hit a "pose" on the word, "they're."



Put one hand out and hit a "pose" on the word, "they're."

They're so fine! They are so fine!

Dance around and Clap Twice following "R-E"

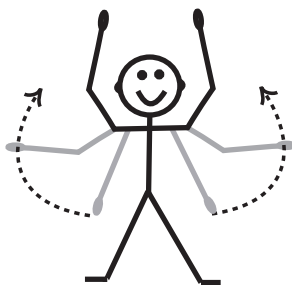


Clap, clap!



T-H-E-Y apostrophe R-E!  
T-H-E-Y apostrophe R-E!  
T-H-E-Y apostrophe R-E!

Start low and raise hands up high.



Hands explode and come down on "fine!"

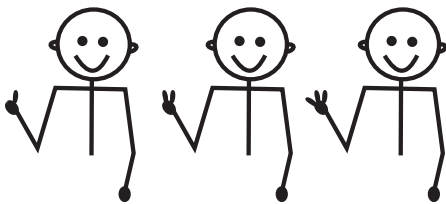
That means they are fine!

# THREE

This song gets faster as you go along.

(Sounds like "Do Your Ears Hang Low?")

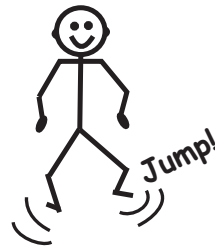
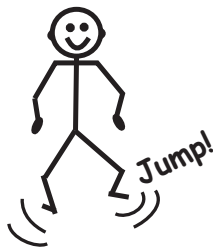
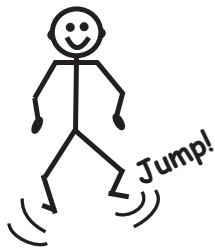
Count with your fingers, showing 1, 2, then 3 fingers while spelling.



Wag three fingers back and forth when you say, "Can you spell the number three?"

## T-H-R-E-E, can you spell the number three?

Jump three times.



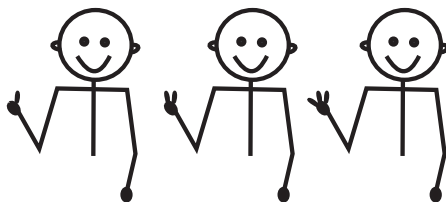
## Can you jump, two, three?

Slap your knees three times.



## Can you slap your knee?

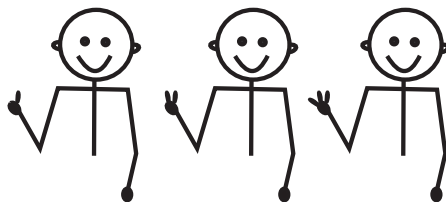
Count with your fingers, showing 1, 2, then 3 fingers while spelling.



Wag three fingers back and forth when you say, "Can you spell the number three?"

## T-H-R-E-E, can you spell the number three?

Count with your fingers, showing 1, 2, then 3 fingers while spelling.



## T-H-R-E-E!

# TO

(Sounds like "She'll Be Comin' Round the Mountain")

Chug Like a Train!

Make a "chug-chug"  
motion with your  
hands, as if on a train



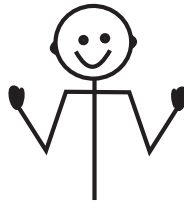
Raise your hand and pull  
down on the word "to" as  
if ringing a bell or a  
train whistle

"To" is written with a "T" and then an "O" (to, to!)

"To" is written with a "T" and then an "O" (to, to!)

Make Two Fists

Do the Zoo-Phonics  
signal for the letter T  
(or make up your own)



First you make a /t/ /t/ "T,"

Make "O"

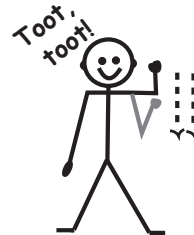
Make an O  
shape with  
your hands



Then you make an "O" "O" "O,"

Chug Like a Train!

Make a "chug-chug"  
motion with your  
hands, as if on a train



Raise your hand and pull  
down on the word "to" as  
if ringing a bell or a  
train whistle

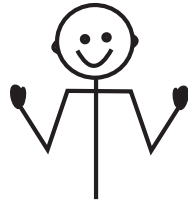
"To" is written with a "T" and then an "O" (to, to!)



# TOO

(Sounds like "Deep and Wide")

Make Two Fists



Make "O"



Make "O"



Make the hand sign for the letter T. Use Zoo-Phonics or make up your own.

Form an O with your hands.

T-O-O, T-O-O,

Shake your finger on your right hand, "no."



There are way too many 2's you know,

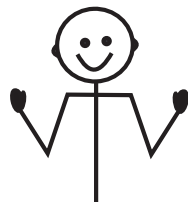
Twist down and up!

Do the twist.



Too, too, too, too, too, too!

Make the hand sign for the letter T. Use Zoo-Phonics or make up your own.



Form an O with your hands.

T-O-O, T-O-O,

Pretend to push something away, because it is too much.



Pretend to give someone something by holding out your arms to them, like, "you can have some, too!"

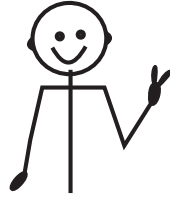
That means "too much" and it means also!

# TWO

(Sounds like "We Did It Before")

Show Two  
Fingers!

Hold up two fingers.



## I write number two

Hop with  
Two Fingers

Jump to the right as  
you spell, holding up two  
fingers like bunny ears.



## Just T-W-O,

Jump to the left as you  
spell, holding up two  
fingers like bunny ears.



## Just T-W-O,

Hop with  
Two Fingers

Jump to the right as  
you spell, holding up two  
fingers like bunny ears.

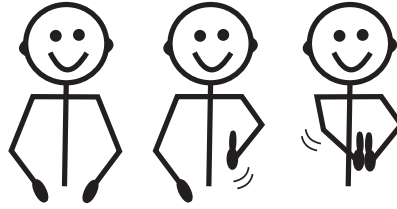


## Just T-W-O!

# WANT

(Sounds like "Battle Hymn of the Republic")

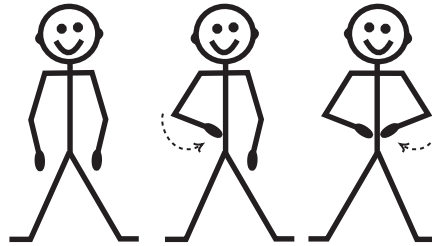
Put hands as if praying in front of you, first one hand and then the other.



Bounce praying hands together as you spell.

I want a cookie, want a cookie, W-A-N-T!

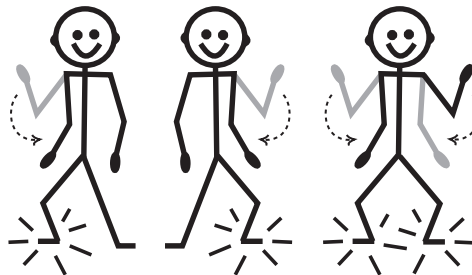
Put hands on hips, first one hand and then the other.



Stomp feet to while you spell.

I want a cookie, want a cookie, W-A-N-T!

Pound fists in the air and stomp feet, first one and then the other, like you are having a fit.



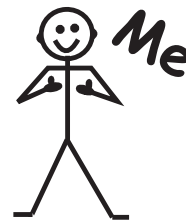
Shake fists in the air and stomp feet, as you spell.

I want a cookie, want a cookie, W-A-N-T!

Wag finger as if to say, "No."



Point to yourself.

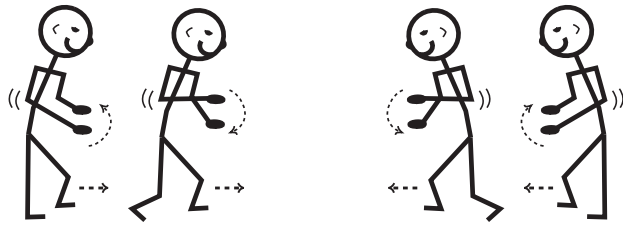


And it's not for you, it's all for me!

# WE'RE

(Similar to "Auld Lang Syne")

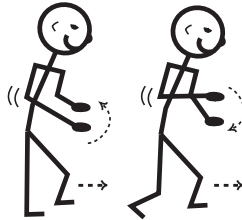
Walk like an Egyptian to the right. Act as weird as possible!



Walk like an Egyptian to the left. Act as weird as possible!

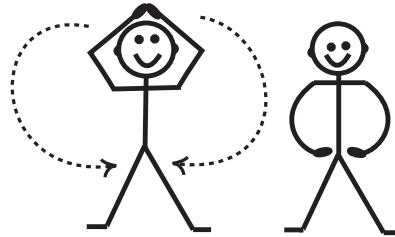
W-E apostrophe R-E, (repeat)

Walk like an Egyptian to the center. Act as weird as possible!



"We're" with an apostrophe,

Circle hands around to indicate "all of us" on the words, "we are."



That means "we are" weird, (repeat)

Make Weird Poses

Hit a variety of "weird" positions every time you say the word, "weird."

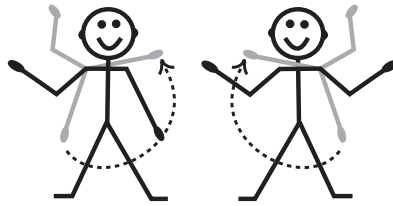


Because we're weird, because we're weird,  
because we're weird! We're weird,  
because we're weird, because we're weird,  
because we're weird! (repeat beginning)

# WERE

(Sounds like, "Fooba Wooba John")

Put one hand out  
and then the other  
as shown.



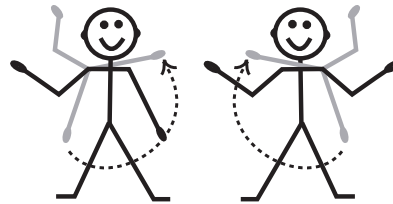
Were you there, were you there?

Swing arms back  
and forth in time  
to the music.



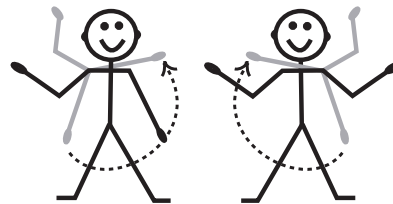
"Were" is written, "were" is written,

Put one hand out  
and then the other  
as shown.



Were you there, were you there, W-E-R-E?

Put one hand out  
and then the other  
as shown.



Were you there? Were you there?

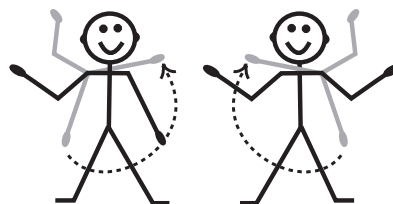
Cross hands in  
front of you to  
cover yourself up!



Put your hands on  
your cheeks in  
embarrassment.

Standing in your underwear?

Put one hand out  
and then the other  
as shown.



Were you? Were you? W-E-R-E!

# WHEN

(Sounds like "Listen to the Mockingbird" by Winner and Millburn)

Point to Watch

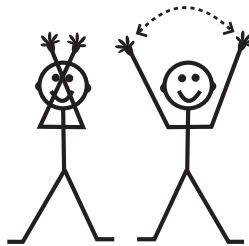
Point to your watch  
on your left hand.



Point to your watch  
on your right hand.

W-H-E-N! W-H-E-N!

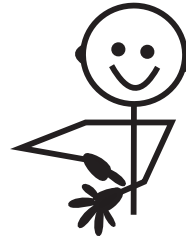
Direct the band in  
time to the music.



When, oh when will this song ever, ever, end?

Point to Watch

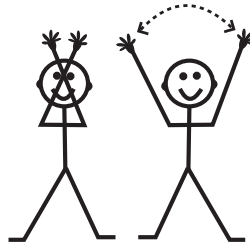
Point to your watch  
on your left hand.



Point to your watch  
on your right hand.

W-H-E-N! W-H-E-N!

Direct the band in  
time to the music.

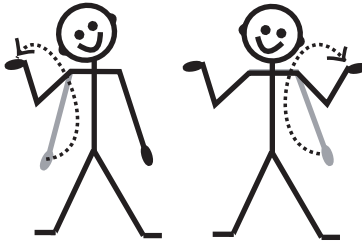


When I'm done I'm gonna sing it all again!

# WHERE

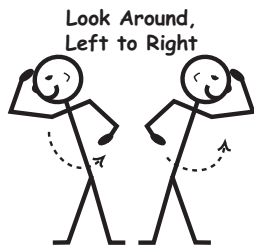
(Sounds like, "Oh, Where Has My Little Dog Gone?")

Put one hand out and then the other, swaying back and forth in time to the music.

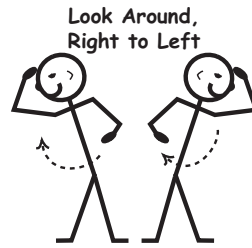


Oh where, oh where has my candy bar gone?

Put one hand over your eyes as if you are looking for something. Swing to the left and then to the right, changing hands.



W-H-



E-R-E!

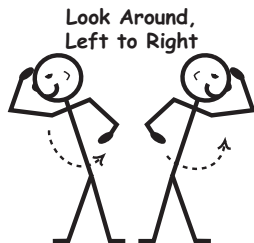
Point to someone, as if that person is the one that took your chocolate.

Point to someone

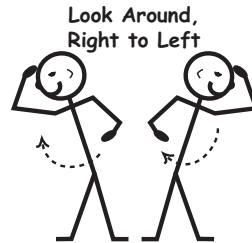


I left it there by my Daddy's chair!

Put one hand over your eyes as if you are looking for something. Swing to the left and then to the right, changing hands.



W-H-E-R-E!

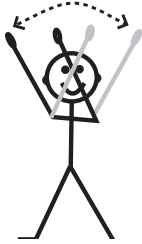




# WHO

(Rhythm similar to "Who Let the Dogs Out?")

Wave arms in the air, side to side in time to the music on each letter.



W-H-O!

Punch,  
punch!



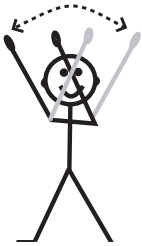
Punch,  
punch!



Punch R-L-R alternately on each word, "who."

Who, who, who, who, who!

Wave arms in the air, side to side in time to the music on each letter.



W-H-O!

Punch,  
punch!



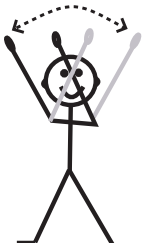
Punch,  
punch!



Punch R-L-R alternately on each word, "who."

Who, who, who, who, who!

Wave arms in the air, side to side in time to the music on each letter.



W-H-O!

Punch,  
punch!



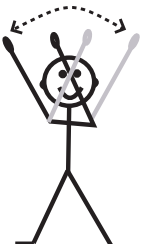
Punch,  
punch!



Punch R-L-R alternately on each word, "who."

Who, who, who, who, who!

Wave arms in the air, side to side in time to the music on each letter.



W-H-O!

Punch,  
punch!



Punch,  
punch!



Punch R-L-R alternately on each word, "who."

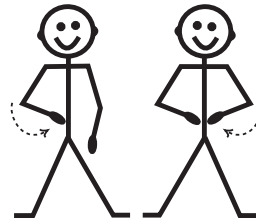
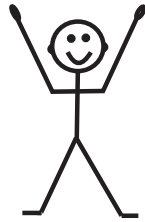
Who, who, who, who, who!

# W-H-Y

(Sounds like, "Flea Fly")

This is an echo song. The teacher says each line first and then the student echo back the same thing, doing the same hand motions. *(Echoes are in italics.)*

Put your hands up, forming a Y on the word, "why."



Put your hands on your hips on "because."

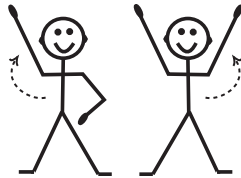
Why? (*Why?*) Because! (*Because!*)

Shake your finger as if you are angry.



I said so! (*I said so!*)

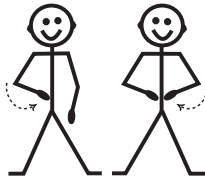
Put your hands up, forming a Y, with first one hand and then the other.



Shake hands downward as you spell the word.

Why, why, why, W-H-Y!  
(*Why, why, why, W-H-Y!*)

Put hands on hips, first one and then the other. Then stomp feet, first one and then the other.



Because, B-E-C-A-U-S-E!  
(*Because, B-E-C-A-U-S-E!*)

Shake your finger as if you are angry.



Put finger in front of lips on the word, "Shhhhhh."

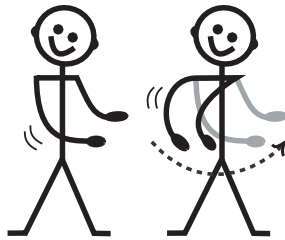
Do your work 'cause you know you should!  
(*Do your work 'cause you know you should!*)

Shhhhhhh! (*Shhhhhhhhh!*)

# WOULD

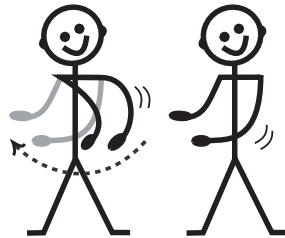
(Sounds like, "99 Bottles of Pop")

Do a step-together-step motion to the right, swinging arms as you go.



W-O-U-L-D spells "would,"

Do a step-together-step motion to the left, swinging arms as you go.



W-O-U-L-D!

Shake finger at someone.



I know you would

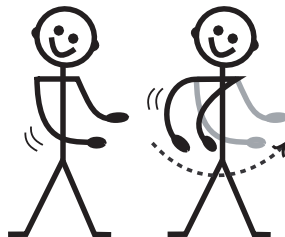
Twirl your finger near your head as if to say, "You're crazy!"

Twirl Both of Your Fingers!



spell if you could!

Do a step-together-step motion to the right, swinging arms as you go.



W-O-U-L-D spells "would!"