

# HEIDISONGS

## Sing and Spell the Sight Words User Guide for all Volumes



This manual is intended as a guide to help teachers and parents use the Sing and Spell the Sight Words CD's and DVD's more successfully in their classrooms and homes. These are the methods that Heidi and other HeidiSongs users have done in their classrooms to produce the excellent results that the program is known for. However, each teacher will likely develop his or her own routine for teaching the words. My advice to administrators is that if a teacher is successful, then do not disturb! Teaching is an art form with a foundation in science, and every teacher's version of this art is likely to look a little bit different.

# Quick Start Guide

Program Integration - Using Multisensory methods by themselves or with your other programs results in better learning (Page 3)

Pacing - A general rate that tends to work is introducing two songs per week. However, if your students are getting it, then you are doing it right! If not, then slow down and sing the songs more often during the day to increase the number of repetitions. (Page 4)

Heidi's Kindergarten Pacing Guide - 38 weeks to cover the year. (Page 30)

Making the Most of Heidisongs Resources- Make the Heidisongs products work to give you the best results possible! (Page 6)

Classroom Management - Songs can be used as a way to "get the wiggles out", to fill extra minutes, and much more. (Page 9)

Other Activities - Reinforcement can take place in learning centers or other activities. Children are usually excited to get more practice in using a variety of materials, many found in the Free Downloads section of our website (Page 12)

Extra Support for Students - Assess students who are struggling, and decide on a strategy to help them be successful in the classroom. (Page 26)

## Additional Resources

If a resource has been indicated as a free download from Heidi's blog, you can find it online at the website or blog. Be sure to follow Heidi's blog regularly to receive weekly updates and more free downloads as they become available! The blog address is below.

<http://heidisongs.blogspot.com>

Song Lyrics and Movement - Detail stick-figure illustrations are perfect support for the music CDs and illustrate exactly what you would see Heidi doing on the DVD version of the same music volume. (Available Online @ HeidiSongs.com)

# Program Integration

## **How Does This Program Teach Sight Words?**

The Sing & Spell Sight Words program helps children learn sight words in a multisensory way. Simultaneous multi-sensory teaching is the engagement of multiple pathways in the brain at the same time in the teaching process. The child should ideally see it, say it, hear it, and do it - all at the same time. This method takes advantage of most children's natural love of music, rhythm, and movement, as well as the mnemonic mediator for which music is famous!

Here is how it works: When the teacher introduces a new word, they should show the word and spell it aloud several times through, pointing to each letter as it is spoken. Starting slowly, then picking up speed until they are saying the letters at the same rate of speed as they will hear them in the song. Once they are confident in the spelling, introduce the motions either from the DVD or from the free motion and lyric sheets available in the "Free Downloads" section of the HeidiSongs website. While still holding the card, the teacher should play the song or video of the song and point out the letters of the word as they are repeated in the music lyrics. As soon as the song is finished, ask the children what the word is, and wait for them to shout it out. If they say nothing, ask them again until they respond. Try to remind them that we are singing the song so that they can learn to read and write the word that they are being shown. Once the song has been introduced, play it as frequently as possible, especially during transitional times and whenever the kids need a break from sitting. Then later, try to write the word while the music plays, either while watching the DVD or listening to the CD. Also, have the children sing the spellings of the songs as the words come up in their writing lessons. Always try to have the children write sentences that include the words they are learning as well, so that they are forced to apply the skills that they are learning in a meaningful way.

It is this simultaneous multisensory mixture of learning activities that imprints each word onto the brain for optimum learning.

# Pacing

## **Pacing for Introducing New Words and Spelling Songs**

To maximize results, introduce just two brand new spelling songs per week for Kindergarten. You can increase the number of songs introduced per week for older children. One new spelling song per week may be enough for many preschoolers. Start with three or four words per week for first grade, and see how it goes. (I also introduce other songs during other subjects as well, however, and then review those songs throughout the week, just as I do with the Sing and Spell songs). Please see my Pacing Guide for Kindergarten for more information on this.

As a rule of thumb, if they are learning the words, then all is well. Each class will probably be just a little bit different, and *teachers should use their best judgement in how quickly to introduce each new song*. **If your students are getting it, then you are doing it right! If not, then slow down and sing the songs more often during the day to increase the number of repetitions.** You can vary the activity and maintain interest by inviting different children to lead the songs at different times of the day and by playing games that incorporate the songs. You can have the children sing the songs in funny voices, as well!

In my district, if we introduce two songs per week, we will get through all of the words easily by the end of the second trimester. This will allow us to get to spend the last trimester reviewing the words and songs, and using them as much as possible to get them into long term memory before they go on to the next grade. This pacing also allows us to hit the minimum district benchmarks that are required by the end of the each trimester.

## **Changing the Pacing to Fit Your Needs**

The best thing to do to figure out the best pacing for your school is to look at a calendar and figure out a target date by when you would like to have all of the words introduced. Then try to slot all of the words into each week as best you can, spreading them out as much as possible. Again, two new songs/words per week is a nice, steady pace for Kindergarten. But it is certainly possible to go faster or slower. Naturally, the more you repeat a song, the more likely it is that the children will remember both the word and the



spelling. So ideally, you will want to spread them out as much as you can, but still allow enough time at the end of the year for the children to get a chance to actually use the words that they have learned in their reading and writing. Using the words is very important and will solidify this knowledge in the brain. Many experts believe that a skill is not truly learned until it is applied, and I believe that this is true. So, for maximum retention, make sure that you give your students lots of opportunities to make use of what they have learned in both reading and writing.

HeidiSongs Kindergarten Pacing Guide								
© Heidi Butkus 2009								
Week No.	Letters and Sounds	Number	Color Wd. or Wd. Family	Shape/Coin	Sight Words	Language Arts Concepts	Math Concepts	Theme/Singable Book
1	A-D	0-5	red, yellow	circle	none	write name, rhyme,	sorting, counting aloud, count objects to 10	Wiggles Learns the Rules at School, Wiggles' First Day at
2	E-H	6-10	green, blue	square	none	beginning sounds, name writing, rhyme	sorting, counting aloud, graphs, days of the week, patterns,	Round Is a Pancake Book
3	I-L	0-10 review	purple, orange	triangle	the	Write letters, rhyme, beginning sounds	matching sets 0-10, numbers in order, sorting, patterns	Wiggles Learns to Pay Attention, Round Is a Pancake Book
4	M-P	0-10 review	brown, black	rectangle	I, see	review and practice above, concepts of print (title, title page, front cover, back cover)	review and practice above; compare sets with more, less, and equal	The Shape Song Book

## Deviating from the Pacing Guide

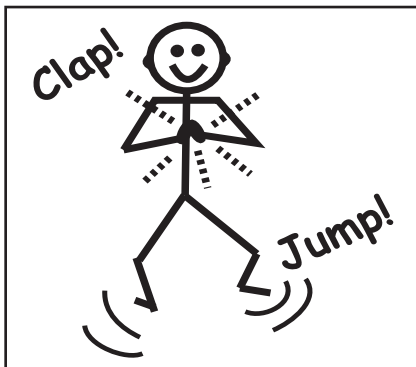
Often times, I find that children need certain words in order to write things that they want to write, and so the need arises to introduce them earlier than I had planned. When the need arises for a word, then you should definitely teach it! That is when the children brains are the most "primed" and ready to learn it, and also when they *want* to learn it the most! Don't miss that opportunity simply because you haven't come to that word on your pacing guide; dive right in and introduce that word!

Some teachers have told me that they simply introduce ALL of the words on a given DVD at the same time. They just put on the DVD for about ten minutes a day, and then stop it when the children are tired. The next day, the teacher plays the DVD again, beginning at the same spot that they stopped at the day before. In a few days, they will be finished with the DVD, and then they start again. By the end of the month, the children usually know all of the words on the DVD, and that's usually about 25-30 sight words in one month. I personally have not done this, but several people have told me that they use the DVD this way, and they swear by it.

# Making the Most of Heidisongs Resources

## **Include Movements- EVERY Time**

Always include motions of some kind. This keeps the children motivated and engaged. The songs will not be as effective unless there is some kind of movement included. If you are using a CD, you may wish to download the free written description of the handmotions that I have posted online for the volume that you purchased. They are listed under the "Music Lyric and Movement" title, then just click on the link provided to open the document. You will see some little stick figure types of drawings and descriptions that should help you figure out what to do. Naturally, this is not as efficient or quick as watching a movie of someone doing the movements, but many teachers prefer this method when getting started! You will probably have to fill in some gaps if you do not understand what the drawings and the descriptions mean, but for many people this is not a problem.



Please note that there is no magic in the movements that I have created; you could really use any movements that you like! The important thing is that both you and your students enjoy them! Some of the teachers at my school use my movements, and some do not, yet we all tend to get roughly the same results. The one unifying characteristic is that all of the teachers include movements to the songs, and all of the teachers sing the songs daily.

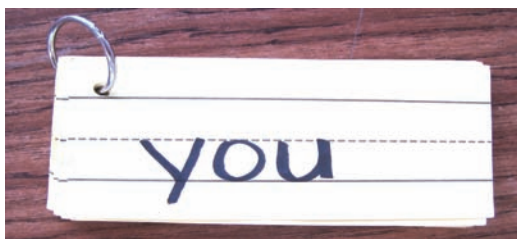
*These are general "rules" that I try to stick to when creating motions for my songs:*

1. Each time you say the same word in a song, then you should do the same movement. For example, if you say the word "see" and you have your hand above your eyes, then the next time you say the word "see," you should do the same movement (at least within that same song.)

2. The movements should make the song easier to remember, not harder. So it should be as simple as possible.
3. In general, the younger the students, the larger the movements should be. For example, preschoolers seem to learn faster with large muscle movements than with small muscle movements, at least in my experience.
4. Be consistent with your movements. Once you establish some motions for a song, then try to remember them so that you do the same thing every time.

## **Include a Visual- EVERY Time**

Connecting the visual to the auditory is extremely important! Always show the word when you sing a song. Have the children spell it aloud with you as you point to the letters. Whenever I introduce a new song, I ask the children to spell the letters aloud with me slowly a few times. Then we pick up the pace, spelling the word a few more times a bit more quickly until we hit the approximate tempo of the song. Once the children get used to spelling the word aloud quickly, then it is time to teach them the motions of the song. *As soon as the song has finished, point to the word and ask the children, "What's that word?" "How do you spell it?"* Then the whole group should answer you chorally. If we are singing with the DVD, it is very easy; I just point to the word on the screen. If I am singing with a CD or mp3 player, then I put flashcards on a ring in the order that we will be singing them, and color code the flashcards so that I can easily find the correct set. For example, I know that my set of flashcards for Sing and Spell Vol. 1 are written on light purple flashcards (which matches the CD cover!), and the ones for Sing and Spell Vol. 2 are written on light blue (which also matches the CD cover.) This way, I can find them quickly and easily each time. I also make the first flash card in the set a different color so that I can quickly find the one that comes at the beginning of that playlist or CD.



Put flashcards on a ring in the order that you will be using them.

One teacher that I know downloaded the description of the handmotions and made a book out of them, which she was able to hold either in her lap or standing up. The front of each page showed the target word in large print, but the back of each page had the notes and stick figures which showed the motions for the songs! Only the teacher used the stick figures as a reminder to herself of what the movements should be; the children just looked at the word on the other side of the page.

## Connecting the Song to the Written Word

Once the children know the songs, have them sit and write the words as you sing them. I use individual white boards and dry erase markers for this purpose. However, paper and pencil will also work. We put on a song, and everyone sings as they write. Check for mistakes and have the children rewrite the word correctly. Sometimes the children just parrot back the sounds that they think they hear, and they don't really know what they are saying. If so, then sing the song slowly with the children, pointing to the letters as you go. This step is CRUCIAL for many children, since they may not relate the fun activity of singing and dancing to the song to learning how to spell and write the word. If you do not make it obvious to some of them and teach them what the song is for, then they may not really make use of this tool.





# Classroom Management

## Keeping Children Calm While Singing

The songs are designed to be fun for children, and when kids are not used to being allowed to have fun, sometimes things can get a bit out of hand! The best solution is to 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. Make sure that the children know what is expected, and what will happen if they do not comply, including missing music time altogether for the rest of the day. Years ago, I once took my entire CD player and put it in the closet, just to emphasize my point that we were not going to sing again for the rest of the day due to their behavior. This got their attention and produced the desired effect the next school day. Consistency is the name of the game; whatever you say will happen, must happen! If you do not follow through with your consequences, then whatever you have stated will happen "next time" will be meaningless to the children. They will know that you are bluffing! So never offer up a consequence that you cannot or are not willing to follow through on.

This is the kind of thing that I usually say when children are getting a bit overly excited: "Okay, everyone! I would like to sing the Zero the Hero song with you, but when we are done, I need you to stop when I say "stop," alright? Can anyone show me what that looks like? Let's sing the end of the song right now, and then show me how you stop quietly and then sit down in your place." Then, once the children have watched one or two of their peers demonstrate what this looks like, you may wish to choose a child that is typically naughty to demonstrate those same good behaviors. This will establish that the child *really does understand what is expected, and that he or she is able to follow the directions*. Then, if this same child chooses to disobey and gets out of control following a song, you will have no reason to feel badly about removing some other privilege. And by all means, praise those that follow your directions lavishly!

Rewards, of course, are great too. Whatever classroom system you have in place for maintaining a learning environment is likely going to work; it's a matter of deciding what is important to you to put a stop to, and what is not as important. In my opinion, if the behavior is interrupting anyone's learning, then it should stop. If the behavior is not preventing anyone from learning,

but is annoying for the teacher then it might not be such a big deal- but then that's YOUR call, not mine! Every teacher has to decide for him or herself what that person can tolerate in the classroom.

## **EVERYONE Participates, EVERY Time**

It is very important that you make sure that your students know that this is NOT an optional activity! You may find that some children try to "opt out" of singing or doing the movements because they are "too cool for school," or something along those lines. Unfortunately, this will practically *guarantee* that these children will learn more slowly than everyone else, because you have allowed them to take a multisensory activity and turn it into a passive listening activity, which seldom produces stellar learning results. Plus, the more you use the music in your classroom for review and reinforcement throughout the day, and that child is allowed to separate him or herself and not participate, then the child is missing out on a great number of learning minutes! So I tell parents from the very beginning of the year that my expectation in the classroom is that everyone will participate in the music to the best of their ability, every time. Nobody can simply say, "I don't want to," and opt out. I tell them that refusing to do the motions and sing the song is the same as refusing to do a worksheet, because that is how we learn in my classroom. If a child refused to a paper, naturally there would be consequences. And if a child refuses to participate in music, there are also consequences that need to be supported at home if optimum learning is to take place.

My goal is that each child should do his or her best. So, if the best a child can do with the movements is move just a little bit, and I am convinced that small motions are that child's best, then that is good enough. The child's mouth must also be moving, as much as the child can. Also, the child's eyes should be focused on the teacher or the screen, as much as possible. These are the elements that will produce the maximum amount of learning: see it, sing it, and do it- all at the same time. Watching other children do these things will produce very little learning. Please see my blog post on positive ways to motivate children to participate in music for more ideas on this.

<http://heidisongs.blogspot.com/2012/06/motivating-kids-to-participate-in-music.html>

## **Squeezing in More Review by Singing During Transitions**

One thing that I do is put on a DVD and play it each time we are about to change from one group to another. I first ring a bell, and then begin playing a DVD. This is a signal to the children that it is time to clean up, and then join me (or at least the movie of me on the screen!) on the carpet while we sing a few songs and get our wiggles out while the rest of the children are cleaning up their centers and getting ready to join us in singing as well. The children that are still cleaning up are at least *hearing* the songs in the background, and the children that are done and are waiting for their classmates to finish are not wasting any time. Once everyone is finished cleaning up and is ready to move to their next group, we have usually sung anywhere from two to four songs, and then I pause the DVD by pushing the space bar on my computer. Then we walk to our next table and begin our next activity. By the end of the day, we have reviewed anywhere from eight to sixteen spelling songs, just by taking advantage of that extra time in between groups!

## **Cue Up the Music Before School Starts**

Try to have your CD player, iPod, or DVD player, etc., all cued up and ready to go *before* the school day begins, so that no time is wasted. That way, you can start a song in an instant at any time, including when the phone rings, or if someone walks into the room and needs to speak to you for a few moments. You can really squeeze a lot more instructional minutes into your day quite easily with just this one easy step. You'll feel much less pressured during the day as well, since you'll be better prepared for contingencies. One teacher told me once, "I don't have an aide, except for YOU! YOU are the aide in my classroom! Whenever I need a minute, I start up the DVD, and the kids are happy singing for at least five minutes."

## **Use the Songs as a Classroom Management Tool**

Any time 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. Plus, it guarantees lots of chances to review any words or concepts that are included in your music. It also helps you proactively avoid discipline problems as you give children permission and an *instructionally sound reason* to stand up and move.

Students can also sing as they wait for their classmates to put things away or finish up their work. This is a good way to fill up those extra minutes that seem “unteachable.” Children can be taught to clean up toys or put away belongings while songs play. I always used to tell children that they could get a “two song drink” or that they could have two songs to away their homework. It works as a way to measure time for the children. Many teachers also play the songs as background music while the children are simply playing each day, just to get it into their subconscious minds! (However, I would NOT depend on this to be the *only* method of sight word instruction, since I have seen in a colleague’s classroom that it does **not** work.

## Other Activities

### **Incorporating a Word Wall**

Each time you introduce a new word, add that word to your word wall. I always start with a blank word wall at the beginning of the year, except for the alphabet. Then, I start adding the words as we introduce them. I purposely wait to staple each new word up to the wall when my students are in the classroom, and then I talk to them about why I am putting it under the letter A, for example. This should help them find the word later if they need to copy it. This is especially helpful for children that know the song, but cannot visualize the letters in their minds and then reproduce them on paper in their writing.



This is a photo of the word wall in my classroom.



It's usually the struggling students that may be able to sing the spelling song, but still cannot remember how to write the word. Therefore, they are the ones that really need to know how to use the word wall as a valuable tool at their disposal. And unless you teach them how to use it, they will not know what to do with it. It will be a nice classroom decoration, but that's all.

### **Demonstrate How to Use the Songs as a Writing Tool**

When doing shared writing, demonstrate how to write sentences using the songs as a spelling tool. When I demonstrate how to write a sentence, I also model the process of finding each word that I may need to copy on the word wall, even if I do know the song. So, when we come to a sight word that we need to write, I choose a student to find the word on the word wall and then start singing the sight word song. I do this without the CD and sing from memory, with the children seated. Then I have the child point to that word while I copy it, making a big deal over the fact that if I can't remember what those letters look like, I can find the word on the wall and copy it from there. Interestingly enough, some of my lower students cannot seem to write a sentence at all during the first half of the year without getting up out of their seats and then physically pointing at the word on the word wall. Then they will sit back down and copy that word. They need to go through all of the steps that they have seen me model in order to get to the end result.

Each time you add a word to your sentence, reread the whole sentence up to that point and then ask the children what word would come next. Then, either choose a child to find it on the word wall or sound it out and add it to your sentence. Each time you keep the children singing with you, you are keeping them engaged and focused on the lesson. My students often do small handmotions to the songs as they are seated, and love to be chosen to find the word on the word wall. We also take that time to discuss how to find the words, since they are in alphabetical order, etc. Every little bit of review and reinforcement helps!

### **Have Children Practice Writing the Words in Context**

Lots of practice writing the words is of course, beneficial. And practicing writing the words in the context of how they are used is more effective than simply writing the same word over and over. If you do assign your students to

write a word several times each, remind them to sing the spellings in their heads as they go. The HeidiSongs Cloze Activity Worksheets are very good for this purpose. In these worksheets, the children are given the words to the songs, but with a blank space in the place of the target word each time it would appear. The children are supposed to write the word each time it is missing. They then reread the song to themselves when they are finished, pointing at the words as they go along.

Can

I can spell "can."  
I can spell "can."  
C A N, \_ \_ \_ \_  
I can write the letters,  
Always getting better!  
\_ \_ \_ \_ → \_ \_ \_ \_

Copyright © 2005 Heidi Butler

Go

G-O, G-O, G-O, G-O,  
I can spell a go, go,  
go, go!  
G O \_ \_ \_ \_  
\_ \_ \_ \_  
\_ \_ \_ \_  
\_ \_ \_ \_  
G o, g o, \_ \_ \_ \_  
\_ \_ \_ \_ to school!

Copyright © 2005 Heidi Butler

Writing the words in context and then reading them back is more helpful than writing them in isolation.

It is MUCH harder to sing the songs slowly and point to each word as you go along than you might think! The children want to say the words to the song just as fast as they normally sing them, and they cannot keep up with pointing to the words that quickly! The problem is that for the lower and struggling students, they really need an adult there to help them through this, so if you do not have an aide or volunteer in the classroom to help with this, it may have to fall by the wayside if you are busy with something else.

### **Make Sure Kids Use the Words In Their Writing**

Remember, too, that one of the keys to getting kids to remember the words is creating opportunities for them to need and use them. So you will need to manipulate your writing assignments to include your sight words as much as you possibly can. For example, I often will tell them that they can write any sentence that they want, as long as it starts with or contains a certain word. Example: "That is a \_\_\_\_\_," would be a good sentence that starts with the word "that." After they write this sentence, then I often will tell my students that they must write one more sentence, but it can be any sentence

that they like. Of course, the amount of sentences a kindergartner can write greatly varies with the ability level of the child and the time of year. Some children may really struggle with writing just one sentence, and others may fly through writing two, so I often vary my expectations depending on the group that I am working with.

## **Make Sure the Kids Practice Reading the Words in Books**

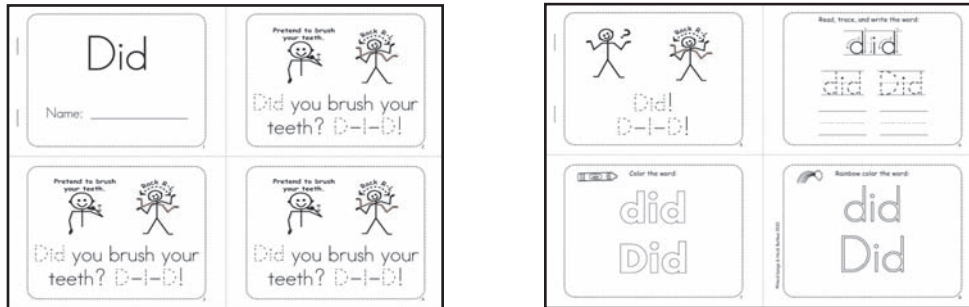
Let the children practice reading the words as often as possible in books, not just on flashcards. My students enjoyed reading Sing Along Song Books that I made up for them. I put these books in our classroom library! You can purchase a download of my Sing Along Song Books for every CD/DVD in our collection, or type up the words to the songs yourself. I put mine in page protectors and then put those in binders, and they are very durable when stored that way.



Downloadable Sing Along Song Books are good reinforcement for the songs and great practice reading.

Children also love it when there are duplicate copies of the Sing Along Song Books, because then they can share reading the books together and talk about what they are reading. You can also put the CD's into listening centers and have the kids read or sing along that way! The possibilities are really only limited by your imagination. One teacher told me that she put her DVD into a learning center by getting a portable DVD player and letting the children play whatever song they wanted and dance along together! It was a very popular

learning center, and mostly trouble free, as long as she provided headphones. However, if you are going to let children handle your CD's or DVD's, I would recommend making a back-up copy first, just in case someone scratches the disk.



This is a master for one of the Mini Sing Along Song Books. We cut them apart and staple them together so children can take them home and read them to their parents.

We also have Mini Sing-Along Song books in the Worksheet Resource Books that are great because children can take them home and practice reading/singing the songs to their parents. This is a great way to make an easy home-school connection that parents usually appreciate and children enjoy.

## Play Games that Incorporate the Spelling Songs

There are many great games that incorporate the Sing and Spell songs. One of my favorites is Singing Sight Word Bingo. It plays the same as regular bingo, but the caller sings the spelling song rather than simply saying the word. In this way, success is built in because when the children hear the song, they of course hear how to spell it as well, which tells them what the word looks like. Everyone is successful with Singing Sight Word Bingo, and the children usually join in with the singing as well, so it is a pleasant activity! There are always new sight word games being posted on my blog, (<http://heidi-songs.blogspot.com>) so please check there often for some great new games that incorporate HeidiSongs products and make learning fun.

## Use the Words in Learning Centers

The more you have the children practice writing, spelling, and building the words, then the greater the likelihood will be that they will retain them. So



make sure that you include these words in learning centers and word building activities. Activities such as Sight Word String Ups, (stringing letter beads into words on to pipe cleaners), and building the words with Alphabet Pattern Blocks are great reinforcement for sight words or any words that you would like your students to practice.



Sight Word String Ups and  
Sight Words with Unifix Cubes



Sight Word Made With  
Alphabet Pattern Blocks

The "Sight Word Surprise" activities that are listed on my blog as free downloads are also great fun and a wonderful way to reinforce the sight words. Children usually love this sort of thing, and when the papers are dry, you can use them as a fun way to drill the whole group while showcasing their artwork.



"Sight Word Surprise"  
Crayon Resist Activity

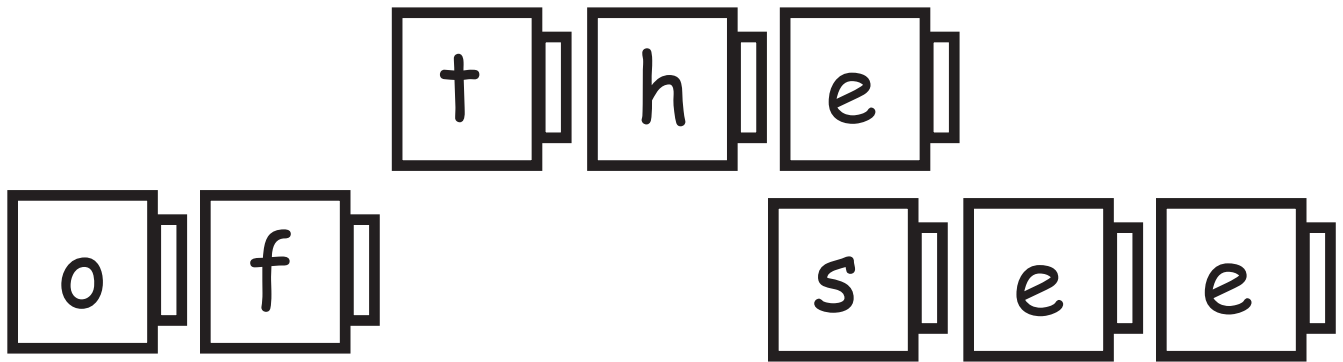


"Sweet Sight Word Surprise"  
Crayon Resist Activity

### Build Words with Unifix Cubes

Children are usually very cooperative about building or writing words with different materials. For example, they may not mind building the same words each day, as long as they are building them with different materials. As far

as they are concerned, it is a new activity each day! So write letters on anything that you can find, and have them make words out of them. My students have made words out of small ceramic letter tiles, letter beads, and even toys such as chain links and unifix cubes. Unifix cubes with letters printed on them can be purchased on Amazon, or you can write the letters you need onto any existing cubes that you have.



### Make a Seasonal Sight Word Activity

Children love celebrating the seasons and they are usually very excited to incorporate them into their lessons! Here is one example of a Thanksgiving activity for sight words: Each turkey has a word written on his tummy. The clothespins form the tails of the turkeys, and have letters printed on them. The children spell words written by clipping the correct clothespins onto the backs of the turkeys that are glued onto the paper plates.



This project was a free download on Heidi's blog, but has been included for you to print in this guide.

### **Alphabet Pattern Blocks**

Blocks and small children just seem to go together, so what better way to practice building letters and words than by doing that with blocks? With our Alphabet Pattern blocks, children can form individual letters or even make whole words, simply by covering up the outlines with the pattern blocks that most teachers already have in their classrooms anyway.



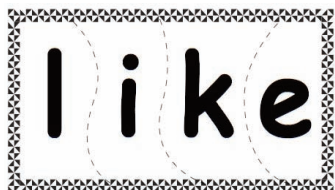
### **Make a Sight Word Book**

Making a sight word book can be as simple as putting one single word on a page! Have your students glue individual letters down to make a book with words he or she can read. The letters Heidi uses are about one inch tall by one and a half inches wide. The letters are cut apart ahead of time, and the children simply take one of each that they think they need for the word that they want to build and glue them down on the page. Children can choose their words from the word wall or from a designated list. To make the activity as successful as it can be, you may want to give children a minimum amount of words (pages) that you will accept before they are finished. Heidi's students worked very hard to complete the minimum amount of four pages required in order to be able to staple them together themselves! If they did not complete all four pages, then the teacher did the stapling. (This worked out fine, since at that point there wasn't any more time for them to staple it themselves anyway!)



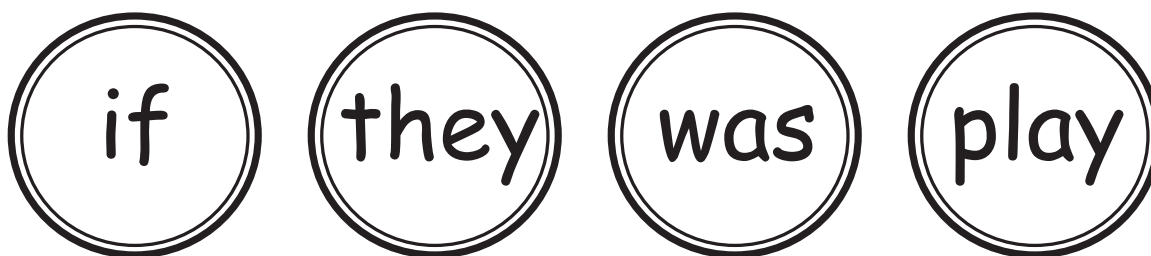
### Make Sight Word Puzzles

Make Sight Word Puzzles by writing the word in large type on very heavy index paper, and cutting it apart. Store in ziplock bags. The masters for these puzzles are sold as a download at [www.heidisongs.com](http://www.heidisongs.com), or you can make your own.



### Play "Jump On It."

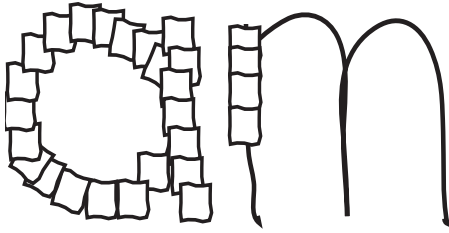
Make Sight Word Puzzles by writing the word in large type on very heavy index paper, and cutting it apart. Store in ziplock bags. The masters for these puzzles are sold as a download at [www.heidisongs.com](http://www.heidisongs.com), or you can make your own.



### Make a "Word Mosaic" With Paper Scraps

For this activity, just have kids write the word with a fat black marker on a large piece of paper. Then give them scraps of paper and have them cover the lines of the letters with torn paper scraps.



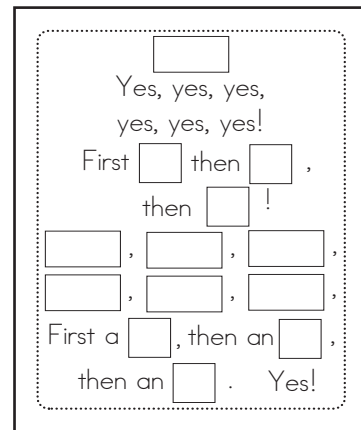


### Playdough or Wikki Stix Words

Children roll the playdough into snakes and form the word. When they are finished, they need to tell you what the word is. If they cannot, they are supposed to touch the word and say it a few times. Then, they squish it up and do it again, repeating this process until they can identify the word.

### Make a Manipulative Out of a Worksheet

Take any worksheet and write the words that the children need to write into the spaces on small cards. Then have them physically place the word into the correct spot rather than write it, attaching it with velcro if you like. The master's for Heidi's "Velcro Books" are sold as a download on HeidiSongs.com, and there is also a sample master included in this guide for you to try out.



### Shaving Cream or Pudding Spelling

Just spread out some shaving cream on a table or pudding on some plates, and then dictate words for them to write. This also works great with yogurt or any other spreadable substance.

### **Sandpaper Words**

For tactile words, cut letters out of sand paper. Sometimes die cut machines will cut through sand paper! There are also commercially made sets of tactile words. Have the children touch and say the words, and then make rubbings of them, reading the words aloud and spelling them.

### **Make Words With Alphabet Magnets**

Heidi's class did this with older book buddies. The older children were given a list of words, which they dictated to their little buddies. The children then built the words with alphabet magnets on an iron cookie sheet.

### **Paper Plate Words**

To do this activity, get some styrofoam paper plates. Then have the children write a sight word on the bottom of each one with a permanent marker. Then, lay the plate on the carpet and punch holes along the lines of the letters with a toothpick! Hang the plate in the window, and see how the light shines through the letters and makes it sparkle.

### **Play a Game with Sight Word Dice!**

Each time they roll the word, they have to write it. The first person to fill a column is the winner. The master was given away on my blog, but we have included it here for you in this guide.

### **Stamp the Words!**

Stamping the sight words is always a great challenge, and makes them focus on the letters.

### **Secret Code Sight Words**

The kids find the letter that goes with each number listed and then fill it in to find the secret sight word. It's fun and it helps them practice their numbers, too! The master was given away on my blog, but we have included it here for you in this guide.

### **Play "Stack 'Em Up" Sight Word Towers!**

For this activity, just grab some sight word flash cards and ask each child in

the group to read a word in turn. Each time they read a word correctly, they get to add a block to their tower. Use blocks that do NOT snap together, and the kids usually stay VERY still and quiet as they try to not knock their stack down! No prep, lots of fun!



### **Highlight or Color Sight Words in a Printable Book**

For this activity, you take any kind of printable book that you have, and ask the children to search for certain words and color or highlight them. Ex.: Color all of the words "see" red. Color all of the words "the" yellow, etc. There is a printable book for you in this guide if you would like to try out this activity. Look for the Candy Cane Book.

### **Sight Word Santa**

There are many free seasonal games on Heidi's blog to print out that are similar to this one, and we are including all of them in this user guide for you! You will always find blank cards at the end of each file so that you can fill in your own words.

In the Sight Word Santa game, you hide a picture of a present under one of the Santas, and the kids have to guess which one it is under by reading the word he is holding. Each time the children guess a word, they chant:

*"Santa, Santa! Ho,ho ho!  
Santa, Santa, Where did it go?"*

Then one child would say, "I think it's under the word, "was." He lifts up the paper with that word on it to take a look. If the present is under that word, then that child is the winner! If not, then another child takes a turn.

### **The Turkey Tails Sight Word Game**

This game plays the same as Sight Word Santa, but you hide a pilgrim hat under a turkey. The chant is:

*Turkey tails, turkey tails, 1, 2, 3!  
Turkey tails, turkey tails! Where could it be!*

The child first identifies the word that he wants to read, and then lifts up the paper with that word on it to take a look. If the present is under that word, then that child is the winner! If not, then another child takes a turn. This game is included in this guide.

### **Froggy Sight Word Game**

For spring themes, this sight word game plays the same, but you hide a fly. It plays the same, but you hide a fly under one of the frogs! The chant is:

*Froggy, froggy! My, oh, my!  
Froggy, froggy! Where's that fly?*

This game is included in this guide as well! Look for the "Wide Mouthed Frog Words Game."

### **Make a "Sight Word Splat."**

In this activity, kids trace around and around the sight word with highlighters or some other marker. This was given away on Heidi's blog, in the July 8, 2011 entry, and has been included here in this guide.





### Play Singing Sight Word Bingo

Play sight word bingo as you would any other game, but have the caller sing the song of the word, rather than just say the word. The kids usually love to join in and sing along!

### 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.

### Use Word Whackers

Call out a word and have the children practice finding it by whacking it with a spatula or a fly swatter.

### Try Some Color Word Worksheets

Worksheets that incorporate color words are a good way to practice reading those words, and kids usually love them! Look for these at the end of this guide:

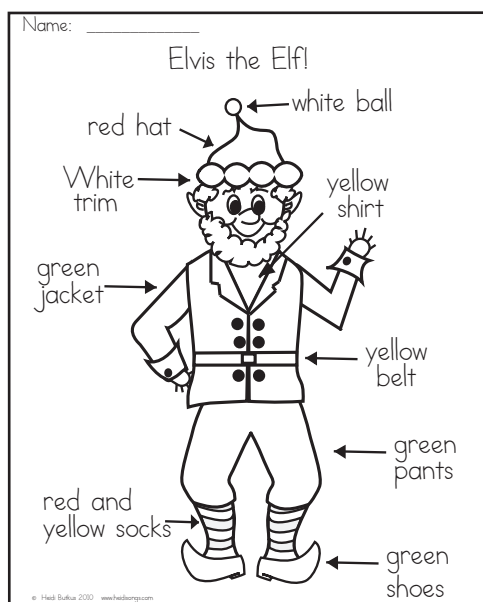
"Elf Color Word Worksheet"

"Halloween Color Words"

"Pete the Cat Color Words"

"Pilgrim Color Words"

"Turkey Color Words"



# Extra Support for Students

## What to Do For Students That Need More Help

There will probably be a few students in each class that lag behind the rest for some reason. This could be due to any number of things, including lack of engagement, lack of parent participation or support in homework activities, a possible learning disability, etc. When I find a student that is not learning as fast as the other children, I think about what is required for learning to take place, and ask myself if the child is doing all of these things.

Assuming that a child's basic human needs are being met, here is a list of the things that must happen in order for learning to take place using the Sing and Spell program. The child must:

1. Look at the word and focus on it.
2. Say or sing the words to the song, especially the correct spelling of the word.
3. Do the movements to the song that the teacher taught, or mimic something close.
4. Hear the song often to get it into long term memory.

If any one of these elements is missing, then try to correct that, and do it as early in the year as possible. This will help the child learn the rest of the words over the course of the school year. So:

- \* Watch out for kids that are not moving *at all* when singing, and try to correct that. Even just a little bit of movement helps a lot.
- \* Be on the look out for kids that are not singing, and encourage them to do so. Say the words more slowly for them, and have them repeat them or sing them with you, starting much more slowly, and then bring the speed up. The important part of the song for them to say is the spelling of the word and the word itself, and if they mumble their way through this, then they do not benefit from it very much in my experience.
- \* If students are not focused on the screen (or word card) that you are singing about, then try to redirect their attention to the word as often as possible. Praise those students for focusing on the word for the duration of a song whenever you can.
- \* Try different seating arrangements for children that seem to have issues with focusing attention on the words to see what works best for each child. I

have had some children who constantly clown around when seated in the front. But when seated in the back, nobody notices their behavior and it diminishes, since it goes unreinforced by their peers. My point is this: the front of the room is not *always* the best spot for children that seem distracted.

## **A Case Study of a Struggling Student**

Here is an example of how I remediated one child who was far behind his peers in sight word recognition. Last year, one of my students was struggling and knew only about 25 sight words when the rest of the class knew an average of 48. (The district's goal for Kindergarten was 50 sight words per year.) There were only about six weeks of the school year left to go. I knew the following things about him:

1. His attendance was very poor; he was missing an average of one or two days per week.
2. When he did come to school, he was pulled out twice weekly for speech services, for which he had an IEP. A mixture of Spanish and English was spoken at home.
3. He appeared to be unable to focus on any given lesson for more than a minute or so, and very unmotivated to learn. His effort to learn anything appeared quite minimal.
4. Homework was only returned about 50% of the time, even though his family was literate and his parents were high school graduates with jobs.
5. The family was living at the poverty level, and the child qualified for the free lunch program, so he was definitely at risk for failure.
6. The child had attended the local Head Start program for one year before attending Kindergarten, but had failed to learn more than just a few letters of the alphabet there, so he had already established a pattern of slow learning.
7. He generally seemed uninterested in doing the motions to the songs, didn't seem to want to try to say the words, and was rarely looking at the screen, even though I had him seated at the very front of the room at my feet. I was constantly attempting to refocus him during lessons by signalling him with my hands or nudging him a little bit with my toe. It seemed that nearly every time I looked down at him while teaching, his chin had sunk down into his chest and he was fiddling with his shoe laces while he daydreamed. In short, was he doing the things that he needed to do in order to learn? Hardly! And this resulted in him learning much more slowly than most of the

children in the class. In fact, when I considered that he had learned the alphabet, letter sounds, and 25 sight words, I actually was slightly impressed!

### **The Solution**

First, let me point out that many interventions had already happened, such as four months of after school tutoring, numerous parent conferences and extra IEP meetings to discuss attendance and homework issues, etc. Little was changing as a result.

I decided that if anything was going to change, I would have to do it in the classroom myself. There wasn't much I could do about the fact that he wasn't present to hear the songs playing as often as I wanted, since he was often gone at speech or simply not at school. But I did know that Title One children do usually respond to interventions in very small groups. And the only thing that he really consistently responded to was rewards in the form of food. He also liked to work with adults in a one-on-one setting, and I did have some volunteers. So I made a bag of flashcards with just a few sight words for him to work on, and pulled him myself whenever possible. I will confess to offering him MnM's in return for trying really hard to learn the words! I quizzed him myself on them, and we sang the songs together without the CD. I also had my volunteers pull him out and quiz him on the words as much as possible, and this happened about two or three times a week.

I told him that I had a goal of him learning these words, and we were going to try to get there together! I also told him that I knew he could do it! (And this was really true; the ability was definitely there.) I offered him rewards of prizes from my surprise box and goodies to eat. I told him that I would check up on him each week. Every time he learned a new word, we cheered and removed it from his baggie, but did not throw it away; I kept those words for review. We tried to see how fast he could say them.

Even though it seemed futile, I did tell his parents of the goal, and of how far behind he was. And even though it seemed useless, I sent home a fresh set of flashcards, every single week. I also sent home a copy of the DVD and encouraged them to have him watch it at home, and reminded them that school attendance was very important. I continued to update *verbally* them on how many words he had learned so far and how many were left to go each time I could when they picked him up at the door at dismissal. That way, I wasn't depending on them to read a note that might be left unread in his backpack. Little by little, he started to pick up on the words. Two weeks before the end



of the school year, he knew 48 of the 50 sight words consistently, and occasionally was able to read all 50 of them! So on his report card, I marked off that he knew 48 of them. I have no idea how many he will have retained at the end of the summer, given the probable lack of reinforcement at home, but I must admit that I am curious! He did usually retain what he learned - *mostly* - so we shall see. Luckily, only a few students at my school are like this each year! There were a couple of others on which I did similar interventions, but who only needed to catch up on a few words, so it wasn't as hard to achieve.

[www.HeidiSongs.com](http://www.HeidiSongs.com)  
P.O. Box 603, La Verne, CA 91750  
(909) 331-2090 • Fax (909) 592-2110

©2012 Heidi Butkus • [info@heidisongs.com](mailto:info@heidisongs.com)

HeidiSongs Kindergarten Pacing Guide									
Week No.	Letters and Sounds	Number	Color Wd. or Wd. Family	Shape/Coin	Sight Words	Language Arts Concepts	Math Concepts		
									© Heidi Butkus 2009
1	A-D	0-5	red, yellow	circle	none	write name, rhyme,	sorting, counting aloud, count objects to 10	Theme/Singable Book	Wiggles Learns the Rules at School, Wiggles' First Day at
2	E-H	6-10	green, blue	square	none	beginning sounds, name writing, rhyme	sorting, counting aloud, graphs, days of the week, patterns,	Round Is a Pancake Book	Round Is a Pancake Book
3	I-L	0-10 review	purple, orange	triangle	the	Write letters, rhyme, beginning sounds	matching sets 0-10, numbers in order, sorting, patterns	Wiggles Learns to Pay Attention, Round Is a Pancake Book	Wiggles Learns to Pay Attention, Round Is a Pancake Book
4	M-P	0-10 review	brown, black	rectangle	I, see	review and practice above, concepts of print (title, title page, front cover, back cover)	review and practice above; compare sets with more, less, and equal	The Shape Song Book	The Shape Song Book
5	Q-U	11	white, pink	oval	like	review and practice above, concepts of print (letters vs. words)	review and practice above; compare sets with more, less, and equal, count aloud to 20	Our School Farm Book	Finish Shape Song Book, start Our School Farm book
6	V-Z	12	gray	rhombus	is, a	review and practice, concepts of print (letters vs. words vs. sentences)	review and practice above;	Our School Farm Book	Our School Farm Book
7	review	13	practice blending sounds	octagon	my	review and practice above; blending onsets and rimes, concepts of print (L-R progression, tracking words, return sweep)	review and practice	Our School Farm Book	Our School Farm Book
8	review	14	practice blending sounds	star	and	review and practice above; blending onsets and rimes	review and practice	The Rhyme Song Book	The Rhyme Song Book
9	review	15	practice blending sounds	hexagon	can, as	review and practice above; blending CVC sounds orally	Measurement; review and practice	Finish The Rhyme Song Book; Begin the Halloween Song Book	Finish The Rhyme Song Book; Begin the Halloween Song Book

10	review	16	practice blending sounds at family words	review	am, at	review and practice above; blending CVC sounds orally	Measurement; review and practice	The Halloween Song Book
11	review	17	at family words	model & draw	go, to	review and practice	review and practice	Study Fall; do Fall page from The Seasons Book
12	review	18	at family words	model & draw	play, you	review and practice	review and practice	Dinner's Ready Book
13	th	19	at family words	model & draw shapes	for, it, that	review and practice, introduce the th sound	Identify and build numbers from 11-20, matches sets 0-20, numbers in order to 20	Dinner's Ready Book
14	th	20	an family words	Make large shapes out of small ones	with, in	listening comprehension (predict, characters, setting) write alphabet (A-H), th sound	Identify and build numbers from 11-20, matches sets 0-20, numbers in order to 20	Gingerbread Man Play, Christmas Around the World; Christmas Countdown 20-10 Book
15	th	21	an family words	Make large shapes out of small ones	here, he	Role of author & illustrator: write alphabet (P-Q) th sound	More complicated patterning; continue working on concepts with numbers 11-20.	Gingerbread Man Play, Christmas Around the World; Christmas Countdown 20-10 Book
16	sh	22	an family words	Make large shapes out of small ones	had, she	Identify topic of informational text, write alphabet (R-Z), sh sound	More complicated patterning; continue working on concepts with numbers 11-20.	Gingerbread Man Play, Christmas Around the World; Christmas Countdown 20-10 Book
17	sh	23	it, in family words	sphere	have, on, if	review writing alphabet A-Z, sh sound,	Numbers in order to 20 (or 30 if they can), matching sets to 20 or 30	Study weather; Let's Build a Snowman
18	ch	24	it, in family words	cube	we, up	review listening comprehension, writing alphabet,	Numbers in order to 20 (or 30 if they can), matching sets to 20 or 30	Study Winter; Do Winter page from the Seasons Book
19	ch	25	it, in family words	cone	one, said	phoneme segmentation & deletion, review story comprehension, practice dictation and alphabet writing	Introduce addition; continue practicing concepts for numbers 11-30	Study Sea Animals; Look Out, Fishies! Book

20	ar	26	ip, ig family words	review all volume shapes	his, by	phoneme segmentation & deletion, review story comprehension, practice dictation and alphabet writing	Addition; continue practicing concepts for numbers 11-30	Study Sea Animals; Look Out, Fishies! Book
21	er, ir, ur	27	ip, ig family words	review all volume shapes	was, are	phoneme segmentation, identification of medial sounds	Introduce decomposing numbers in addition; continue practicing concepts for numbers 11-30	Study Sea Animals; Look Out, Fishies! Book
22	or	28	ip, ig family words	review shapes and position words	two, of	review and practice above; encourage writing of more sentences, identification of medial	Addition & decomposing numbers; continue practicing concepts for numbers 11-30, review patterning	100th Day of School; 100's theme
23	ing	29	op, ot, ox family words	review shapes and position words	they, from	review and practice above; identification of medial sounds	Addition & decomposing numbers; write numbers 0-30, review patterning	Valentine's Day Theme; begin Addition Doubles Book
24	ink	30	op, ot, ox family words	review shapes and position	this, will	Identification of non-fiction topic, introduce writing about non-	Addition & decomposing numbers; write numbers 0-30, review patterning	President's Day Theme; Addition Doubles Book;
25	ay	review	op, ot, ox family words	review shapes and position	review all sight words	Introduce writing about non-fiction	Introduce subtraction, review and practice above	Study Insects; Addition Doubles Book
26	ee	#'s to 100	et, en, eg family words	penny, nickel	review all sight words; introduce more words as they are needed	Introduce story writing with characters, setting, beginning, middle, and end	Introduce subtraction, review and practice above	Insects; Begin Very Hungry Caterpillar Book
27	oo as in book	#'s to 100	et, en, eg family words	penny, nickel, dime		Introduce story writing with characters, setting, beginning, middle, and end	Practice subtraction, review and practice above	Insects; Very Hungry Caterpillar Book
28	oo as in boot	#'s to 100	et, en, eg family words	penny, nickel, dime, quarter		Introduce story writing with characters, setting, beginning, middle, and end	Practice subtraction, review and practice above	Seasons Book: Spring Page; Life Cycle of the Frog (use Wide Mouthed Frog Songs), Plants: Tops and



29	ow	# 's to 100	et, en, eg family words	penny, nickel, dime, quarter		Identification of ending sounds, review and practice	Practice subtraction, review and practice above	Frogs: Plants: Tops and Bottoms Book, Spring
30	ou	# 's to 100	ug, ut, un family words	review		Identification of ending sounds, review and practice, work on	Practice subtraction, review and practice above	Begin Rosie's Walk Book: life cycle of the chicken
31	oy	# 's to 100	ug, ut, un family words	review		Identification of ending sounds, review and practice, work on reading fluency	Introduce problem solving with word problems, review and practice above	Get ready for Easter (chicks, bunnies, ducks)
32	aw	# 's to 100	ug, ut, un family words			review and practice, work on reading fluency	Introduce problem solving with word problems, review and practice above	Finish Rosie's Walk Book
33	unk	# 's to 100	ug, ut, un family words			review and practice, work on reading fluency	Introduce problem solving with word problems, review and practice above	Mother's Day: Cinco de Mayo
34	Bossy E	# 's to 100	review			review and practice, work on reading fluency	Introduce problem solving with word problems, review and practice above	The Zoo Book: Sing The Wide Mouthed Frog zoo animal songs
35	Bossy E	# 's to 100	review			Practice skills to be retested: alphabet writing, dictation, phoneme deletion, etc.	Introduce problem solving with word problems, review and practice above	The Zoo Book: Sing The Wide Mouthed Frog zoo animal songs
36	Magic Y	# 's to 100	review			Practice skills to be retested: alphabet writing, dictation, phoneme deletion, etc.	Introduce problem solving with word problems, review and practice above	The Zoo Book: Learn the rest of the Wide Mouthed Frog songs
37	review	# 's to 100	review			review	review	The Zoo Book: Perform the Wide Mouthed Frog play
38	review	# 's to 100	review			review	review	Last week! Last day of school: Pirate Day!