

Dear Teacher or parent,

This set of worksheets are formatted to be a "cloze" activity. (A cloze activity is one where key words are left out of the passage, and the student guesses the missing word, using contextual clues.) These worksheets can be used for beginning readers and writers because the missing word is always the "target" word of the song. Therefore, if the song is about the word, "some," then the child will be writing the letters that spell the word "some" over and over in the blanks. The advantage of having a child write a new word several times is that it can help the student remember the word and its spelling. However, one of the most important things to do when teaching a child with this tool is to have him or her read and/or sing the song when finished writing the words, touching each word individually as it is read. For children that are still unsure of word boundaries, you may need to hold the child's finger in your hand and help him or her point to each word one at a time. The purpose is to help the child connect speech to print in a meaningful way, and to give the child a chance to write the word several times within the context of the song. I usually duplicate the sheets for the words that I am expected to teach and bind those sheets into a booklet for each child, and display the books at our school's Open House. Once the book is duplicated and bound, this weekly learning center is prepared and ready to go for the rest of the year. We fill in the missing words for one or two songs a week, depending on the attention span and abilities of the group that I have. I also write the words to each song on chart paper and practice reading it with the whole group, having volunteers come up and "underline" the target words with Wiki Stix, which are commercially available waxy little strings that easily stick to paper.

Because this activity is meant to be done with kindergarten or first grade children, I have included only one sheet for each song, even if that meant excluding some sections or verses of the song. The reason is to keep each lesson short enough to allow for the attention span of young children. The worksheets have also been formatted in two ways: one has traceable upper case letters modeled for the children, and the other has traceable lower case letters modeled. Be sure to look at both and select your preferred format before duplicating. I usually accept a child's best effort on these pages, only reminding the most capable Kindergartners whether or not the letters should be written in a specific case. In first grade, though, I would concentrate more on appropriate capitalization.

Happy teaching!
Heidi Butkus

and

And

Oh, I can spell "and."

A-N-D "and."

"And" is the word that I write with my
hand!

A-N-D, A-N-D,

Nicky, Nicky Noo!

That's what I learned in my school,
Mama!

And

Oh, I can spell “and.”

A N D, “and.”

_____ is the word that I
write with my hand!

_____ , _____ ,

Nicky, nicky noo!

That’s what I learned in
my school. Mama!

And

Oh, I can spell “and.”

a n d, “ a n d . ”

_____ is the word that I
_____ write with my hand!

_____ , _____ ,

Nicky, nicky noo!

That’s what I learned in
my school. Mama!

And

Oh, I can spell "and."

a n d, " a n d ."

_____ is the word that I
write with my hand!

_____ , _____ , _____ ,

Nicky, nicky noo!

That' s what I learned
in my school. Mama!

blue

Blue

B-L-U-E, that spells blue!
Ocean blue, sky blue too!
B-L-U-E, that spells blue!
Raindrop blue!

Blue

B E U E, that spells
blue!

Ocean _____,

Sky _____ too!

_____, that
spells _____!

Raindrop blue!

Blue

B I u e, that spells
blue!

Ocean _____,

Sky _____ too!

_____, that
spells _____!

Raindrop blue!

Blue

B l u e, that spells

blue!

Ocean _____,

Sky _____ too!

_____, that

spells _____!

Raindrop blue!

house

House

I spell house with an H-O-U-S-E,
I spell house with an H-O-U-S-E,
I spell house with an H-O-U-S-E,
We'll have a good time
In the old house tonight.
Party! Party! Party!

House

I spell house with an

H O U S E!

I spell _____ with an

_____!

I spell _____ with an

_____!

We'll have a good time in

the old _____ tonight.

Party! Party! Party!

House

I spell house with an

h o u s e!

I spell _____ with an

_____!

I spell _____ with an

_____!

We'll have a good time in

the old _____ tonight.

Party! Party! Party!

House

I spell house with an

h o u s e!

I spell _____ with an

_____!

I spell _____ with an

_____!

We' ll have a good time in

the old _____ tonight.

Party! Party! Party!