

BYU Arts Bridge Project  
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Using Music and Movement to  
Teach Phonics

# Questions

- Will using the “Heidi Songs Sounds Fun Phonics” DVD and posters help children to learn and remember reading and spelling patterns more easily?

# Who

- My class at Copper Canyon Elementary.
- The classroom next door who is the control group.
- All of the children are in first grade and 6 or 7 years old.

# Method

- Each class was given a reading and spelling pretest with 15 words.
- The words contained the spelling and reading patterns from the Heidi Songs Sounds Fun Phonics DVD.

# Words and Featured Patterns

rain (ai)

wing (ing)

way (ay)

cart (ar)

boat (oa)

thaw (th, aw)

tiger (er)

toy (oy)

team (ea)

few (ew)

pow (ow)

bird (ir)

light (igh)

hope (vce)

chunk (ch,  
unk)





Name \_\_\_\_\_

# What We Did

- Class A learned 1 or 2 songs a day and practiced previously learned songs.
- The songs were reinforced with the pictures and posters that go with the DVD.
- The students were not specifically taught the words and did not see the list of words again until the post test.



- The students sang and did the actions and movements to the DVD.
- We practiced the DVD for 15-25 minutes a day, 3 to 4 days a week.
- They were happy and excited and usually wanted to do the entire DVD because they all had their favorite songs they wanted to do.

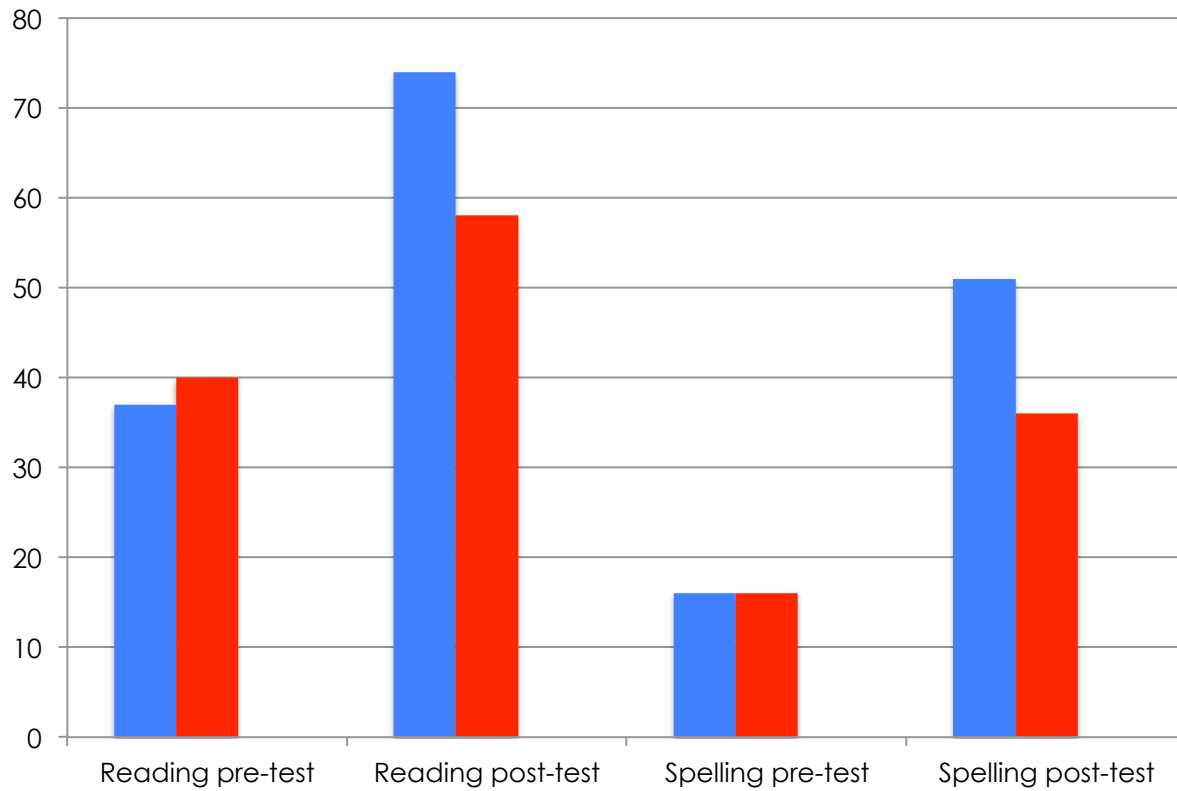




- Class B, who was the control group learned with the teacher's regular methods of teaching the phonics.
- We did this for about 2 months.
- Both classes took a post test that was the same as the pretest.

# Results

- Both classes made improvements over the 2 month period.
- Class A made greater gains using the Heidi Songs Sounds Fun Phonics DVD.



Blue= Class A with music.

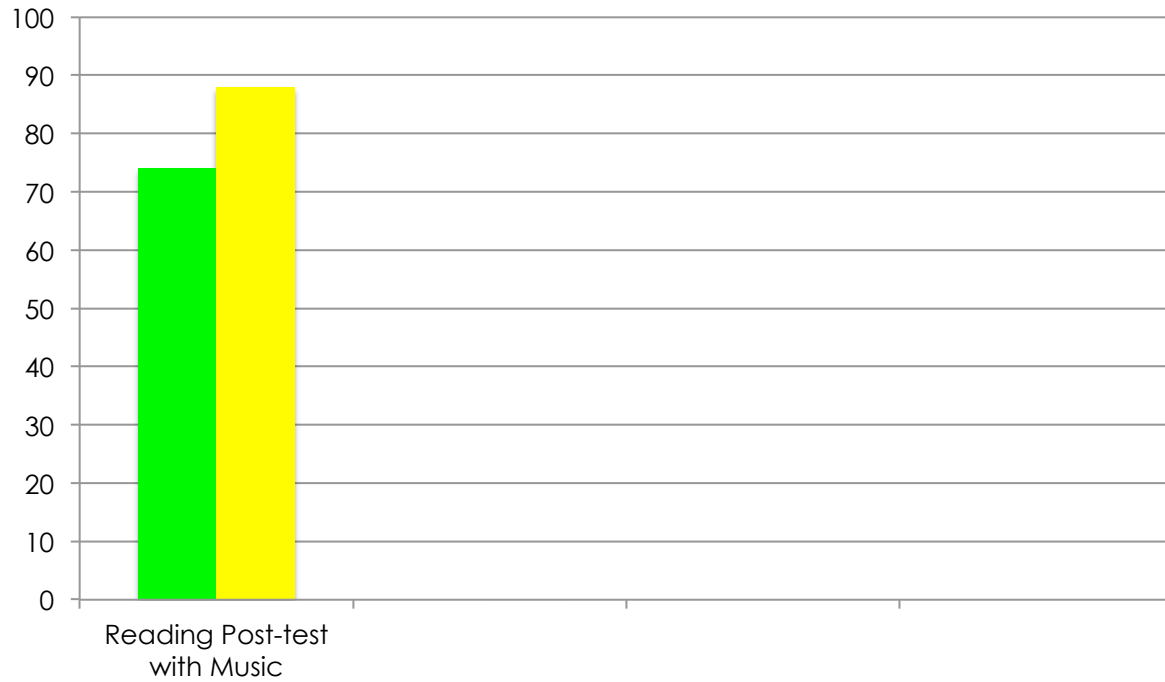
Red= Class B with regular instruction.



- The music class children were also tested on the words giving them **one prompt**.
- A copy of the Sounds Fun Phonics sound chart was in front of them as a reference if they needed it.
- If they couldn't read a word right away, the teacher would say "What does a-i say?" for example.
- In many cases they would be able to read the word after that one prompt.

If they still couldn't read the word, after one prompt, it was marked wrong. The next chart shows the results of the music class no prompt vs. one prompt.





Green= Music class post-test with no prompt.

Yellow= Music class post-test with 1 prompt.

- Along with the music, movement and posters, effort was made to help the students see the phonics patterns in their everyday reading and spelling.
- For the program to be most effective the children must know how to apply what they learn.