

Grade 1 +

LITERACY THRU SONGS

A Reading and Rhythm Program



**Songs by
Donny and Marie Osmond**

**A Collection of Songs
Created from a Vocabulary
Important to Grade One Reading.**

A Complete Reading Program, Phonics and Sight Words.



- Each song contains a FINGER POINT reading activity.
- Music and song open new learning pathways in the brain.
- Rhythm Improves timing issues in the brain. For all students and ESL.

**Rhythm & Metronome Activities for
Dyslexia & Learning Disorders**

Matthew Glavach, Ph.D., Reading Researcher, Author

StrugglingReaders.com

Thank you for purchasing
Literacy Thru Songs and Rhythm.
A Reading Intervention Program for:
Dyslexia, ADHD, Learning Disabilities,
& Autism Spectrum Disorders.
Home and School Version

The program has an Instructor's Guide,
a Student Activity Book, and 16 Songs.

To Download the Sixteen Songs
That are Included in the Program,
GO TO:

<https://www.StrugglingReaders.com>

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INTRODUCTION

Literacy Thru Songs and Rhythm, grades one and two, uses the power of music, songs, and rhythm to overcome reading and learning disorders. It is an easy-to-use and an enjoyable reading and learning program.

Imagine your child learning to read and overcoming learning difficulties while you sing and play metronome games together.

Now it is possible! *Literacy Thru Songs and Rhythm* uses the power of music, songs, and the metronome, to help children learn to read while providing activities to help with timing disruptions in the brain. This timing disorder can manifest itself in dyslexia, learning disabilities, autism spectrum disorder, attention deficit hyperactivity disorder (ADHD), and learning disabilities.

Rhythmic Activities

Researchers have found that children with a variety of learning disorders struggle with speech rhythm. The rhythm of words does not match the rhythm of the brain. Their brains have difficulty matching the rhythmic patterns of spoken words and providing rhythmic activities can lead many to reading.

The Power of Music and Song

Music and songs are a powerful way to learn the sounds for reading and to learn to read. Almost every part of the brain is involved in music. If one pathway is weak, music can help open others. Songs and music improve auditory discrimination as songs can be slower and stretch out the sounds. If a child cannot hear the sounds, she cannot read. When

children hear and see words in different contexts, like music, the brain makes new and stronger connections. Reading and music use many of the same areas of the brain. Children with dyslexia often process information in their right hemisphere which gives them an advantage with music. The songs in *Literacy Thru Songs and Rhythm* are highly engaging for children.

Rhythmic Experiences

Children who recognize differences in rhythm patterns and tap to a beat learn to read and spell more easily. This includes all kinds of rhythmic experiences such as clapping, nursery rhymes, poetry, dancing, and music with lyrics. *Literacy Thru Songs and Rhythm* includes rhythmic experiences through music, songs, and the metronome.

Important Reading Skills and Sight Words

Literacy Through Songs and Rhythm is based on original instructional song lyrics written by the author with music and songs by Donny and Marie Osmond and Robin Henkel. The program is unique as first and second grade sight words are embedded in the song lyrics with the reading skills. There are sixteen songs that cover phonemics, phonics, vocabulary, language development, and comprehension. Each song includes a finger point reading activity to insure children are identifying each word, not just memorizing the song.

How Music with Lyrics can Improve Reading

When singing a song many times, it is assumed that the child knows the words. The words go into sequential memory. For words to be in long term memory and available for reading, they must be identified quickly. This can be done as simply as pointing to different song words quickly before the child has the time to link the words to the order of the song.

Presenting the Program

Presenting *Literacy Thru Songs and Rhythm* is easy and fun. You and your child will be working on the sounds for reading (phonics), important sight words, reading fluency, and activities for overcoming timing disruptions in the brain through specially designed songs and metronome lessons.

Metronome and Rhythm Activities

The metronome and rhythm activities are designed to help with timing disruptions in the brain. As the timing improves, reading should improve and become easier.

A Different Kind of Program

This program is different from other programs. It is a reading intervention and a learning intervention - to overcome timing disruptions in the brain. Children are not expected to complete lessons at a ninety-percent success rate or higher to go to the next lesson. The next lessons continue to reinforce the skills of the previous lessons. If their difficulties are not related to a timing disruption, they receive the many benefits of music and song, which can improve reading and learning.

Lesson Design

All lessons have the same design, so after you have presented the first lesson, the presentation is easy.

INSTRUCTOR'S GUIDE

To make the presentation easier, the instructor's guide has scripted instructions (*italics*) and all student activities.

STUDENT'S ACTIVITY BOOK

The student's activity book includes the songs, finger point reading, eye span activities, decodable stories, and reading in phrases.

FLUENT READING

The program develops fluent reading, so corrections are made quickly and reading continues. Help on difficult words can be completed after reading practice through listening to the song again or help on individual words.

SONG PACING

Most computers allow slowing the pace of the songs. if needed. While some songs' pacing may seem a little fast; with practice, this pace benefits students by improving the response time between the areas of the brain associated with reading. Repeating the song is important. You can also play one song part at a time.

DECODABLE STORIES

After lesson eight, your child should also practice, Decodable Stories (phonics) in APPENDIX E.

REPEATED READING

After lesson eight, your child should also practice repeated reading in books she enjoys. Repeated reading is explained in APPENDIX F. If you prefer, these can also be phonics readers.

Each Lesson Includes Four Parts.

(The skills to be studied are in the songs. After singing a song, the song and skills can be studied by parts.)

PART ONE: ACTIVITIES

Play and sing the song.

Skills (consonants, short vowels, etc.)

Language development

Rhythm development (clapping, tapping, and other activities, without the metronome).

PART TWO: READING

Tracking, following the song words.

Oral reading together

Oral reading (child reads song words)

PART THREE: METRONOME

Metronome movement activities

Eye-scan activities.

Metronome reading activities

PART FOUR: FINGER POINT READING

Putting song words into long-term memory and available for reading.

METRONOME ACTIVITIES

It takes a while for some children to get adjusted to the metronome. This is why metronome movement activities are presented in each lesson, as a fun way to get used to the metronome, and to help

timing disruptions in the brain. If your child has initial difficulty with the metronome word activities, continue with the rest of the lessons and include metronome word activities as she is able.

EXTENDING SONG ACTIVITIES

While students enjoy the sounds and rhythms of a song, most songs can also provide a lively oral language experience. After a song has been presented, reading strategies such as discussing the meaning of the song and having your child tell ways the song is meaningful to her. Skills such as re-telling, questioning, and summarizing can be practiced with songs.

An easy way to use the Instructor's Guide is to put Sticky Note Markers in each APPENDIX.

APPENDIX A

Movement Activities

APPENDIX B

Metronome Movement Activities

APPENDIX C

Eye-Span Activities

APPENDIX D

Extended Phonics Word Lists

APPENDIX E

Decodable Stories (**Begin after Lesson 8**)

APPENDIX F

Repeated Reading (**Begin after Lesson 12**)

APPENDIX G

Reading in Phrases

A FUN WAY TO LEARN TO READ

The program is designed to be fun for you and your child. Give him or her lots of praise for things they complete. If your child has already struggled with reading, this is an opportunity for her to try a different way to learn to read, a fun way.

Success in lessons is important. Your child does not have to reach a high score in every lesson, especially if she is a struggling reader. Children who struggle quickly become frustrated and give up.

The program is designed for your child to make progress and be successful. You will judge the progress in the lessons. Most lessons are going to have more practice in the next lessons, and she will benefit from the song rhythms and metronome practice. All of these come together to show greater progress as she goes to higher lessons and improved reading.

As she achieves reading success in reading books. I recommend a seventy percent success level for practice reading a book and a ninety to one hundred percent reading level score for final reading and comprehension.

SUCCESS

While no program can guarantee success for every child, this program includes the latest research on learning and offers a great possibility for success for children dealing with learning issues.

Additional Resource Information

DYSLEXIA

Phonological Dyslexia is the most common type of dyslexia. It affects an individual's ability to match sounds to symbols and break down the sounds of language. People with phonological dyslexia struggle to decode or sound out words.

SINGING

Singing is stronger than speaking because our right hemisphere is specialized in processing melody, and this can be a benefit for dyslexics. Reading with expression, prosody, is also processed in the right hemisphere and is the music of language. Singing increases dopamine and reduces cortisol which is a stress hormone. Reading with expressions also helps with timing in the brain.

AUTISM SPECTRUM DISORDER

People connect with one another through communication, body language and facial expression. Children who work with the metronome can improve their conversation skills and body language awareness. This is important to all children, especially to children with autism spectrum disorder.

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

Children and adults with attention deficit hyperactivity disorder (ADHD) have difficulty telling whether two sounds have the same or different durations. This deficit is linked to attention and timing in reading. This could also be related to rhythm as they struggle to keep a steady beat, a rhythmically repeating sound pattern.

There is a reduction of dopamine in the brain, and this may be why children with ADHD often need novel experiences to raise dopamine levels in the reward center of the brain. Singing increases dopamine and reduces cortisol which is a stress hormone.

RESOURCES:

Collins, Anita. (2022) *The Music Advantage*. Australia: Allen and Unwin

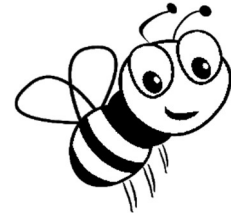
Levitin, Daniel J. (2006) *This Is Your Brain on Music*. Dutton, New York, NY

Rogers, Susan. (2022) *This is What it Sounds Like* New York, NY: Norton and Company

LESSON 1 Sounds and Letters 1

Musical activities as simple as clapping hands and singing help the brain connect and synchronize.

SKILL FOCUS: Beginning Consonants
b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z



● **Part One**

BEGINNING CONSONANT SOUNDS

SAY: *Let's look at song 1.*

(The songs are also in the Student Activity Book.)

SAY: *A letter can stand for a sound in words.*

(Point to some of the song words and emphasize the beginning sound as you say the words.)

PLAY THE SONG

SAY: *We are going sing song 1 together.*

(Point to the beginning letter in each word as the song is playing. He may not be able to follow the words yet, that is okay. The program will help him.)

LANGUAGE DEVELOPMENT

Draw pictures of some of the words. Print the word below the picture. Say the name for the picture. Underline the beginning consonant sound. Talk about the pictures.

(If your child already has good language skills, language development can just be discussed.)

CLAPPING, TAPPING, AND OTHER ACTIVITIES

___ Practice clapping to ten or more.

___ Practice clapping to the song or a song part.

● Part Two, Reading

TRACK, POINT TO THE WORDS.

SAY: *Look at song one. I want you to point to the words as we listen to the song and sing.*

(If singing is difficult while pointing, just have him point to the words.)

To begin, you may need to slow the pace of the song or read it. You may have to point to the words with him.

READ THE SONG WORDS. (Without the Song Playing)

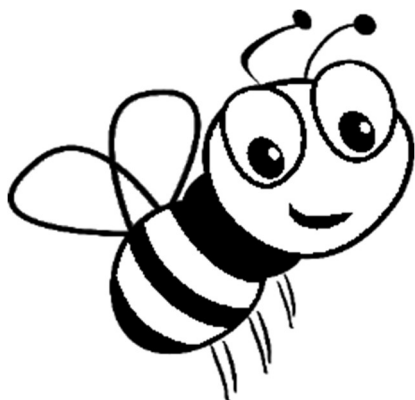
SAY: *I want you to read the song words with me. Put your finger under each word as we read.*

(Read slowly and practice one song part at a time.)

SAY: *Are there some words you can read in this song part? Point to them and say them. I will help you.*

(Give him lots of praise for the words he can say.)

It is not necessary to know the song words now. He is working on sound development and tracking. If he can say some of the words, great! Also, he may have some difficulty with b, p, d. This should improve.



● Part Three, Metronome



METRONOME MOVEMENT ACTIVITIES

(Start slowly and adjust beats to your child's ability level.)

SAY: *Look at this. (metronome) It makes a clicking sound. (Play it.)*

SAY: *We are going to play some games to the beat or click of the metronome. Are you ready?*

___ Walk to the metronome. (110 beats per minute. Adjust to your child.)

___ Practice clapping to every other beat on the metronome.

The metronome is a learned activity. It may take a while to feel comfortable. It is important. It can help the timing mechanism in the brain.

● Part Four, Finger Point Reading, Song 1

SAY: *Let's go to song chart 1. Put your finger on the baseball bat. I am going to say two words. I want you to point to the words I say. (Say the words pairs in a different order.)*

(Your child points to the word pairs you say. Each part starts with a cartoon picture.)

EXAMPLE: **girl and game, cap, and coat, etc.**

If he does not point to the correct word pair, say and point to the word pair and have him continue. It is not necessary to know all the song words now. He is working on sound development and tracking. If he can say some of the words, great!

Sounds and Letters 1 (There is a larger song chart on the next page.)



bat and ball
cap and coat
desk and den
fish and fin
girl and game



horse and hay
jar and jam
kite and key
lion and lamb
mask and man
mop and mat



nose and neck
rain and roof
pen and pad
sing and song
two and ten



vase and vine
wish and well
wet and went
yes and you
zebra and zoo

Sounds and Letters 1

(LARGE SONG CHART. Part One)



bat and **b**all
cap and **c**oat
desk and **d**en
fish and **f**in
girl and **g**ame



horse and **h**ay
jar and **j**am
kite and **k**ey
lion and **l**amb
mask and **m**an
mop and **m**at

Sounds and Letters 1 (LARGE SONG CHART. Part One)



nose and **n**eck

rain and **r**oof

pen and **p**ad

sing and **s**ong

two and **t**en



vase and **v**ine

wish and **w**ell

wet and **w**ent

yes and **y**ou

zebra and **z**oo

LESSON 2 Sounds and Letters 2

Rhythm builds the auditory-motor connection.

SKILL FOCUS: Ending Consonants

b, d, f, g, k, l, m, n, p, s, t, v, z

● **Part One**



ENDING CONSONANT SOUNDS

SAY: *Let's look at song 2.*

SAY: *A letter can stand for a sound in words.*

(Point to some of the song words and emphasize the ending sound as you say the words.)

PLAY THE SONG

SAY: *We are going sing song 2 together.*

(Point to the letter at the end of each word as the song is playing. He may not be able to follow the words yet, that is okay. The program will help him.)

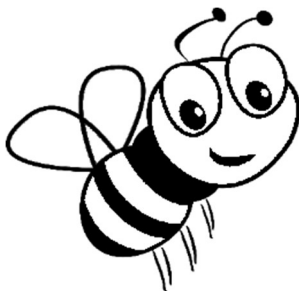
LANGUAGE DEVELOPMENT

Draw pictures of some of the words. Print the words below the pictures. Underline the ending consonant letter/sound. Say the name for the picture and talk about the pictures.

CLAPPING, TAPPING, AND OTHER ACTIVITIES

___ Practice clapping to the song or a song part.

___ Practice clapping to an easy pattern. 1-2 1-2-3 1-2 1-2-3 etc.



● Part Two, Reading

TRACK, POINT TO THE WORDS.

SAY: Look at song two. I want you to point to the words as we listen to the song and sing.

(If singing is difficult while pointing, just have him point to the words.)

To begin, you may need to slow the pace of the song or read it.
You may have to point to the words with him.

READ THE SONG WORDS. (Without the Song Playing)

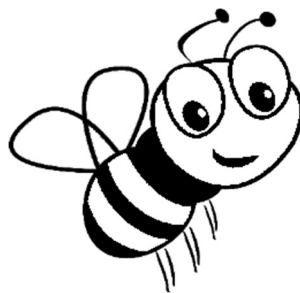
SAY: *I want you to read the song words with me. Put your finger under each word as we read.*

(Read slowly and practice one song part at a time.)

SAY: *Are there some words you can read in this song part? Point to them and say them. I will help you with the others.*

(Give him lots of praise for the words he can say.)

If he is not able to read a word, just say the word and have him continue reading. It is not necessary to know all the song words now. He is working on sound development and tracking. If he can say some of the words, great!



● Part Three, Metronome

The metronome helps build sequencing, rhythm, and focus.

(Start slowly and adjust the beats to your child's ability level.)



The metronome is a learned activity. It may take a while to feel comfortable. It is important for developing the timing mechanism in the brain. It is best to start with movement activities.

METRONOME MOVEMENT ACTIVITIES

- Walk to the metronome. (110 beats per minute, bpm) Can increase speed.
- Practice jumping to a beat.
- Practice clapping to every beat on the Metronome.

● Part Four, Finger Point Reading, Song 2

SAY: *Let's go to Songs and Letters 2. Put your finger on the picture of the cab. I am going to say two words. I want you to point to the words I say.*

(Your child points to the word pairs you say. Each part starts with a cartoon picture.)

EXAMPLE: **leaf and roof**

If he does not point to the correct word pair, say and point to the word pair and have him continue. It is not necessary to know all the song words now. He is working on sound development and tracking. If he can say some of the words, great!

Sounds and Letters 2



cab and **rub**
bed and **sad**
leaf and **roof**
bug and **tag**
book and **week**



pail and **doll**
jam and **him**
pen and **man**
mop and **hip**
bus and **yes**
rose and **dress**



hat and **dot**
cat and **lot**
five and **have**
fox and **tax**
prize and **fizz**

LESSON 3 Sing These Words, Song 3

SKILL FOCUS: Letters for Short Vowel Sounds in Words. (a, e, i, o, u),
Sight Words, Spelling

● **Part One**

PLAY SONG THREE

Sing the song together. Point to each word as the song is playing.

LANGUAGE DEVELOPMENT

Choose some words and ask your child to tell about them. (What does a fox look like? What does a fan look like?) Draw pictures.

SHORT VOWEL WORDS

SAY: Look at the words: fan, men big hot, and run in the box. These words are in the song.

SAY: The underlined letters (**a, e, i, o, u**) in these words are vowel letters and stand for short vowel sounds, the sounds you hear in these words.

SAY: Let's say the words together. Point to each word.

fan men big hot run

RHYMING WORDS

SAY: Look at the words in the box below, Let's say them together.

SAY: These words are rhyming words. They sound the same at the end. They end in the same two letters.

(Later, he will learn that rhyming words don't always end in the same letters.)

fan man van

SAY: Look at the words below, Let's say them together.
Underline the 3 words that rhyme in each row.

1. fan pan ran hat

2. met pet let tan

3. win tin can fin

4. not hot lot fox

5. fun run pin sun

CLAPPING, TAPPING, AND OTHER ACTIVITIES

__ Practice clapping to the song or a song part.

__ Go to APPENDIX A and choose movement activities.

● Part Two, Reading

TRACK, POINT TO THE WORDS.

SAY: *Let's look at song three. I will play the song and I want you to sing and point to the words.*

(If singing is difficult while pointing, just have him point to the words.)

To begin, slow the pace of the song or read it if needed. (You may have to point to the words with him.)

READ THE SONG WORDS. (Without the Song Playing)

SAY: *I want you to read the song words with me. Put your finger under the words as we read.*

(NOTE: Just read a song part at a time.)

SAY: *Are there some words you can read in this song part? Point to them and say them. I will help you with the others.* (Give him lots of praise for the words he can say.)

If he is not able to read a word, just say the word and have him continue reading. It is not necessary to know all the song words at this time as many of the words will be in the next songs again.

● Part Three, Metronome

METRONOME MOVEMENT ACTIVITIES

Go to APPENDIX B and choose activities.

METRONOME WORD ACTIVITY

Note: If your child has difficulty with the metronome word activities, just complete the other parts of the lessons and come back to these It takes a while for some children to get adjusted to the metronome. However, continue with the lessons.

SAY: *Look at the word fan below. Together, we will say the sound for each letter and the word on each metronome beat. (40 - 50 beats per minute, bpm. Adjust as needed.)*

(Say the sound for each letter /f/ /a/ /n/, not the letter names. Just stretch the word.)

click	click	click	click
/f/	/a/	/n/	fan
h	a	t	hat
s	a	t	sat

If he has difficulty with every beat, start by saying the sound for each letter and word on every other beat.)

click (click -f) click (click -a) click (click -n) click (click -fan)

SAY: *We are going read the words below together to a beat. I want you to point to each word as we say them.*

(40 - 50 bpm, adjust as needed.)

man ran ten pen hot not

● Part Four

FINGER POINT READING

Finger point reading works well for learning to read with songs. Finger pointing (pointing to words) gives your child practice identifying individual words quickly, so he does not have time to use his memory of the song, to identify the words. The words go into long term memory and become available for reading.

GO TO FINGER POINT READING, SONG 3

(They are after each song.)

SAY: *Put your finger on the capital letter A in the square. Point to the word fan in line 1.*

(Your child should have his finger pointing to the word **fan**.)

SAY: *Now point to word man in line 1. Continue with the rest of the words.*

Part A: 1. fan, man	2. sat	3. cup
Part B: 1. big, fig	2. win	3. fun
Part C: 1. hot, not	2. fox	3. tub
Part D: 1. men, ten	2. yet	3. gum

SAY: *Now go back to part A and point to the words I say. (Do not say the line numbers.) Continue this activity with Parts B, C, and D.)*

If he does not point to the correct word, say and point to the word and have him continue. It is not necessary to know all the song words now. Many of the words will be in new lessons.

Sing These Words

SONG 3

Sing, sing along.
Sing these words.
Sing them if you can.

fan, man, van
hat and sat
pup and cup

big, fig, dig
pin and win
run and fun.



Sing them if you can.

hot, not, lot
box and fox
rub and tub.

hen, men, pen
jet and yet
gum and hum

Sing them if you can.

Finger Point Reading, Song 3

A

1. fan, man, van
2. hat and sat
3. pup and cup

B

1. big, fig, dig
2. pin and win
3. run and fun

C

1. hot, not, lot
2. box and fox
3. rub and tub

D

1. hen, men, ten
2. jet and yet
3. gum and hum

LESSON 4 It's Fun, Song 4

SKILL FOCUS: Letters for Short Vowel Sounds in Words (a, e, i, o, u), Spelling, Sight Words.

● **Part One**

PLAY SONG FOUR

Sing the song together. Point to each word as the song is playing. (There is a larger song chart available after the first chart, It's Fun.)

LANGUAGE DEVELOPMENT

Talk about some favorite (fun) things to do. Draw pictures of the song. Write words to tell about the pictures.

SHORT VOWEL WORDS

SAY: *Point to the words: can, yes big hot, and sun*

SAY: *The underlined letters (a, e, i, o, u) in these words are vowel letters and stand for short vowel sounds. The sounds you hear in these words.*

SAY: *Let's say the words together.*

can yes big hot sun

RHYMING WORDS

SAY: Look at the words in the box. Let's say them together.

SAY: These words are rhyming words. They sound the same at the end. They end in the same two letters.

fun **sun** **run**

SAY: Look at the words below, Let's say them together. Underline the 3 words that rhyme in each row.

1. fun run sun mat

2. an in can tan

3. it fit sat sit

4. let met men wet

5. and hand sand send

CLAPPING, TAPPING, AND OTHER ACTIVITIES

___ Act out some parts of the song. (Run in the sand. Play in the band. etc.).

___ Practice clapping to the song or a song part.

● Part Two, Reading

TRACK, POINT TO THE WORDS.

SAY: *Let's go to song four. I will play the song. I want you to sing with me and point to the words.*

READ THE SONG WORDS. (Without the Song Playing)

SAY: *I want you to read the song words with me. Put your finger under the words as we read.*

(Just practice one song part at a time.)

SAY: *Now, I want you to read the song words. Put your finger under the words as you read. I will help you.*

(Just practice one song part at a time.)

If he makes a mistake while reading, just say the word and have him continue reading. If he needs more help, practice singing and reading the song again and review difficult words.

● Part Three, Metronome

METRONOME MOVEMENT ACTIVITIES

Go to APPENDIX B and choose activities.

METRONOME EYE TRACKING

Go to APPENDIX C: and practice eye tracking activity 1.

METRONOME WORD ACTIVITIES

SAY: *Look at the word fan below. Together, we will say the sound for each letter and the word on each metronome beat.*

(Say the sound for each letter /f/ /a/ /n/, not the letter names. Just stretch the word.)

click	click	click	click
/f/	/a/	/n/	fan
c	a	n	can
p	e	t	pet
y	e	t	yet
f	i	n	fin

(NOTE: The sound for each letter and the word can also be said on every other BEAT.)
EVERY OTHER BEAT click (click /f/) click (click /a/) click (click /n/) click fan

SAY: *We are going read the words below together to a beat. I want you to point to each word as we say them.*

ran can fun sun yet get sit bit

● **Part Four, FINGER POINT READING, SONG 4**

(NOTE: If your child chooses the wrong word, point to the correct word and say it.)

SAY: *Put your finger on the capital letter **A** in the square. Look at the word **fun** in line 1. (Your child should have his finger pointing to the word **fun**.)*

SAY: *Point to the word **yes** in line 2. Now, point to the word **fun** in line 2. Point to the word **can** in line 3.*

Part B: 1. sit, sun 2. Run, sand 3. band

Part C: 1. jump, rock 2. stand, hand 3. land

Part D: 1. and 2. happy 3. sun, set 4. fun, yet

SAY: *Now go back to part A and point to the words I say. (Do not say the line numbers.) Continue this activity with Parts B, C, and D. (You choose the words.)*

It's Fun, Song 4 (There is a larger song chart on the next page.)

It's fun.

Yes, it's just fun.

To do the things that you can do.

To do the things that you can do.

There are so many things that you can do.

You can sit in the sun.

Run in the sand.

And play in the band.

It's fun.

Oh, it's just fun.

To do the things that you can do.

To jump on a rock

Stand on one hand.

And see where you land.

It's fun, oh, it's fun.

To do the things that you can do.

To laugh and to sing

And do happy things.

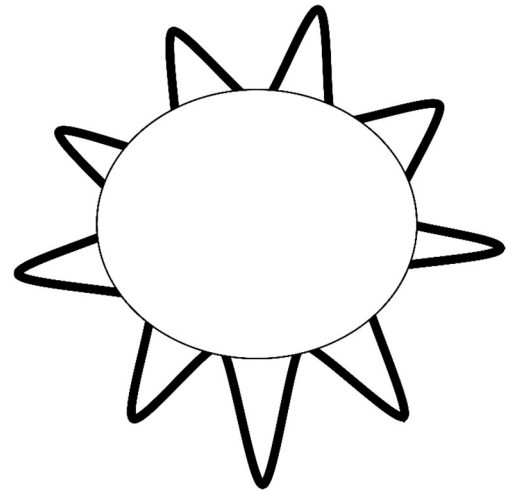
To see the sun set

Is the most fun yet.

It's fun, yes, it's just fun.

To do the things that you can do.

There are so many things that you can do.



It's Fun

SONG 4

It's fun.

Yes, it's just fun.

To do the things that you can do.

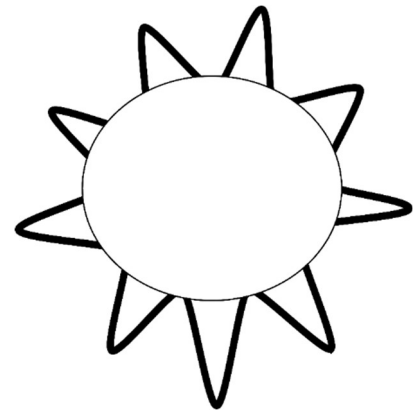
To do the things that you can do.

There are so many things that you
can do.

You can sit in the sun.

Run in the sand.

And play in the band.



It's fun.

Oh, it's just fun.

To do the things that you can do.

To jump on a rock

Stand on one hand.

And see where you land.

It's Fun

SONG 4

It's fun, oh, it's fun.

To do the things that you can do.

To laugh and to sing

And do happy things.

To see the sun set

Is the most fun yet.

It's fun, yes, it's just fun.

To do the things that you can do.

There are so many things that you
can do.

Finger Point Reading, Song 4

A

1. It's fun
2. Yes, it's just fun.
3. To do the things that you can do.

B

1. You can sit in the sun.
2. Run in the sand
3. And play in the band.

C

1. To jump on a rock
2. Stand on one hand
3. And see where you land.

D

1. To laugh and to sing
2. And do happy things.
3. To see the sun set
4. Is the most fun yet.

REVIEW, Sing These Words, SONG 3

Sing, sing along.
Sing these words.
Sing them if you can.

PLAY AND SING
THE SONG
TOGETHER.

READ EACH SONG
PART.

POINT TO AND
READ WORDS
FROM DIFFERENT
SONG PARTS.

fan, man, van
hat and sat
pup and cup



big, fig, dig
pin and win
run and fun.

Sing them if you can.

hot, not, lot
box and fox
rub and tub.

hen, men, pen
jet and yet
gum and hum

Sing them if you can.

LESSON 5 Song 5, Friends

SKILL FOCUS: Long Vowel Letters (a, e, i, o, u: silent e) Spelling, Sight Words

● **Part One**

PLAY SONG FIVE

While playing and singing the song, point with your finger or a pointer to the words as the song is playing.

LANGUAGE DEVELOPMENT

Talk about things he does with friends. And things he likes at a park. He can draw pictures of the song.

LONG VOWEL WORDS (silent e)

SAY: *Point to the words in the box, Let's say them together.*

SAY: *The underlined letters at the ends of these words are silent, not heard. When short words end in an e they often have a long vowel sound.*

SAY: *The first vowel says its name and stands for a long vowel sound.*

lakee divee ropee cubee

SAY: *Draw a line under the words that have a long vowel sound.*

hid hide ride side fin fine hope

RHYMING WORDS

SAY: Look at the words in the box, Let's say them together.

SAY: These words are rhyming words. They sound the same at the end. They end in the same three letters.

wave

save

cave

SAY: Draw a line under the 3 words that rhyme in each row.

-
1. time name came game
 2. lake rake make note
 3. name same came gate
 4. hose rose hike nose

CLAPPING, TAPPING, AND OTHER ACTIVITIES

___ Practice acting out parts of the song while standing in place.

___ Practice tapping to the song or a song part, dominant hand.

● Part Two, Reading

TRACK, POINT TO THE SONG WORDS.

SAY: *Let's go to song five and sing the song together. Point to each word as the song is playing.*

READ THE SONG WORDS. (Without the Song Playing)

SAY: *I want you to read the song words with me. Put your finger under the words as we read. (Just read one song part at a time.)*

SAY: *Now, I want you to read the song words. Put your finger under the words as you read. (Just read one song part at a time.)*

If he makes a mistake while reading, just say the word and have him continue reading. If he needs more help, practice singing and reading the song again and review difficult words.



● Part Three Metronome

METRONOME MOVEMENT ACTIVITIES

Go to APPENDIX B and choose activities.

EYE SPAN PRACTICE

Go to APPENDIX C, Activity 2.

METRONOME WORD ACTIVITIES (50 B.P.M.) OR FASTER

SAY: *Look at the word **save** below. Together, we will say the sound for each letter and the word on each metronome beat.*

(Say the sound for each letter s/ /a/ v/, not the letter names. Just stretch the word.)

click	click	click	click
/s/	/a/	/v/	save
c	a	v	cave
r	o	p	rope
h	o	p	hope

SAY: *We are going read the words below together to a beat. I want you to point to each word as we say them.*

make cake rope hope ride side

take late dive time home zone

● Part Four, Finger Point Reading, Song 5

SAY: Put your finger on the capital letter A in the square. Point to the word lake in line 1.

(Your child should have their finger pointing to the word lake.)

SAY: Now point to word cove in line 2. (Continue with the rest of the words.)

Part A: 1. lake 2. cove 3. wave 4. hike
Part B: 1. boat 2. balloon 3. ride 4. run
Part C: 1. go 2. cake, rope 3. joke 4. kite, mile 5. smile

SAY: Now go back to part A and point to the words I say. (Do not say the line numbers.) Continue this activity with Parts B, and C.

If he makes a mistake while reading, just point to the word and say it. If he needs more help, practice singing and reading the song again and review difficult words.

Friends

Song 5

Friends, friends.
This is what good friends do.
Friends, friends,
This is what good friends do.

They meet at a lake.
Swim in a cove
Dive in a wave
And hike to a cave.

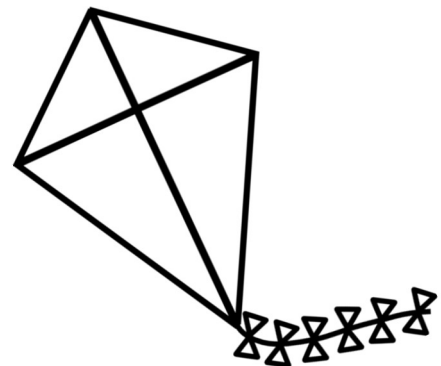
They sail in a boat.
Watch a balloon
Ride on a train
And run from the rain.

Friends, friends,
This is what good friends do.
Friends, friends,
This is what good friends do.

They go to the park.
Eat some cake, tug on a rope,
And tell a cute joke.

They fly a kite, run a mile,
Win a prize and smile awhile.

Friends, friends,
That is what good friends do.
Friends, friends,
That is what good friends do.



Finger Point Reading Friends, Song 5

A

1. They meet at a lake
2. Swim in a cove
3. Dive in a wave
4. And hike to a cave.

B

1. They sail in a boat
2. Watch a balloon
3. Ride on a train
4. And, run from the rain.

C

1. They go to the park
2. Eat some cake, tug on a rope,
3. And tell a cute joke.
4. They fly a kite, run a mile,
5. Win a prize and smile awhile.

LESSON 6 Ready, Get Set, Song 6

SKILL FOCUS: Short, Long Vowels (a, e, i, o, u), Spelling, Sight Words

Song six has contrasting vowels (short / long) and provides practice in singing words faster, which is important for improving brain connectivity and timing.

● **Part One**

PLAY SONG SIX

While playing and singing the song, point with your finger or a pointer to the words as the song is playing.

SHORT / LONG VOWEL WORDS

SAY: *Look at the words in the box. tap, hid, not, cut*

SAY: *Let's read the words. Now we will add an e to the end of each word.*

SAY: *Let's read the new words together.*

SAY: *When short words end in an e they often have a long vowel sound. The first vowel says its letter name and stands for a long vowel sound.*

tap_ hid_ not_ cut_ e

CLAPPING, TAPPING, AND OTHER ACTIVITIES

Practice clapping and tapping. (APPENDIX A)

● Part Two, Reading

TRACK, POINT TO THE SONG WORDS

SAY: *Let's go to song six. I will play the song, and I want you to sing with me and point to the words.*

READ THE SONG WORDS. (Without the Song Playing)

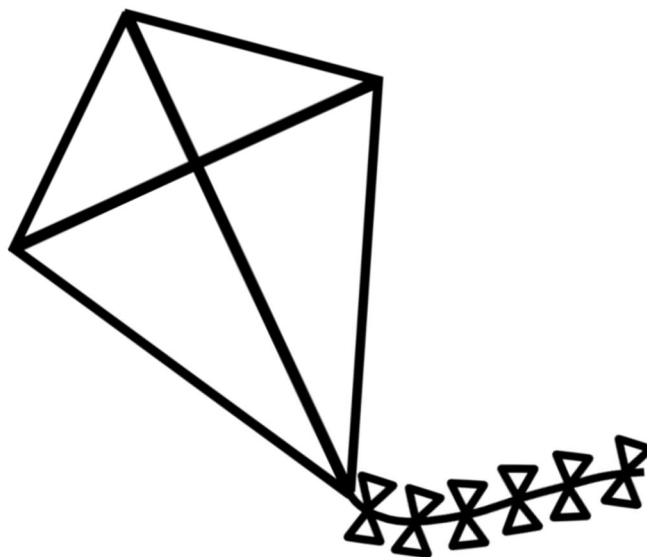
SAY: *I want you to read the song words with me. Put your finger under the words as we read.*

(Just read one song part at a time.)

SAY: *Now, I want you to read the song words. Put your finger under the words as you read*

(Just read one song part at a time.)

If he makes a mistake while reading, just say the word and have him continue reading. If he needs more practice, have him sing the song and point to the words.



● Part Three, Metronome

METRONOME MOVEMENT ACTIVITIES

Go to APPENDIX B and choose activities.

METRONOME EYE SPAN ACTIVITY

Go to APPENDIX C, Activity 3 and Activity 4.

METRONOME WORD ACTIVITIES

SAY: Look at the word **hop** below. Together, we will say the sound for each letter and the word on each metronome beat.

(Say the sound for each letter /h /o /p/, not the letter names. Just stretch the word.)

click	click	click	click
/h/	/o/	/p/	hop
h	o	pe	hope
h	i	d	hid
h	i	de	hide

Say each word on every beat.

tap- tape hid- hide not- note cub- cube

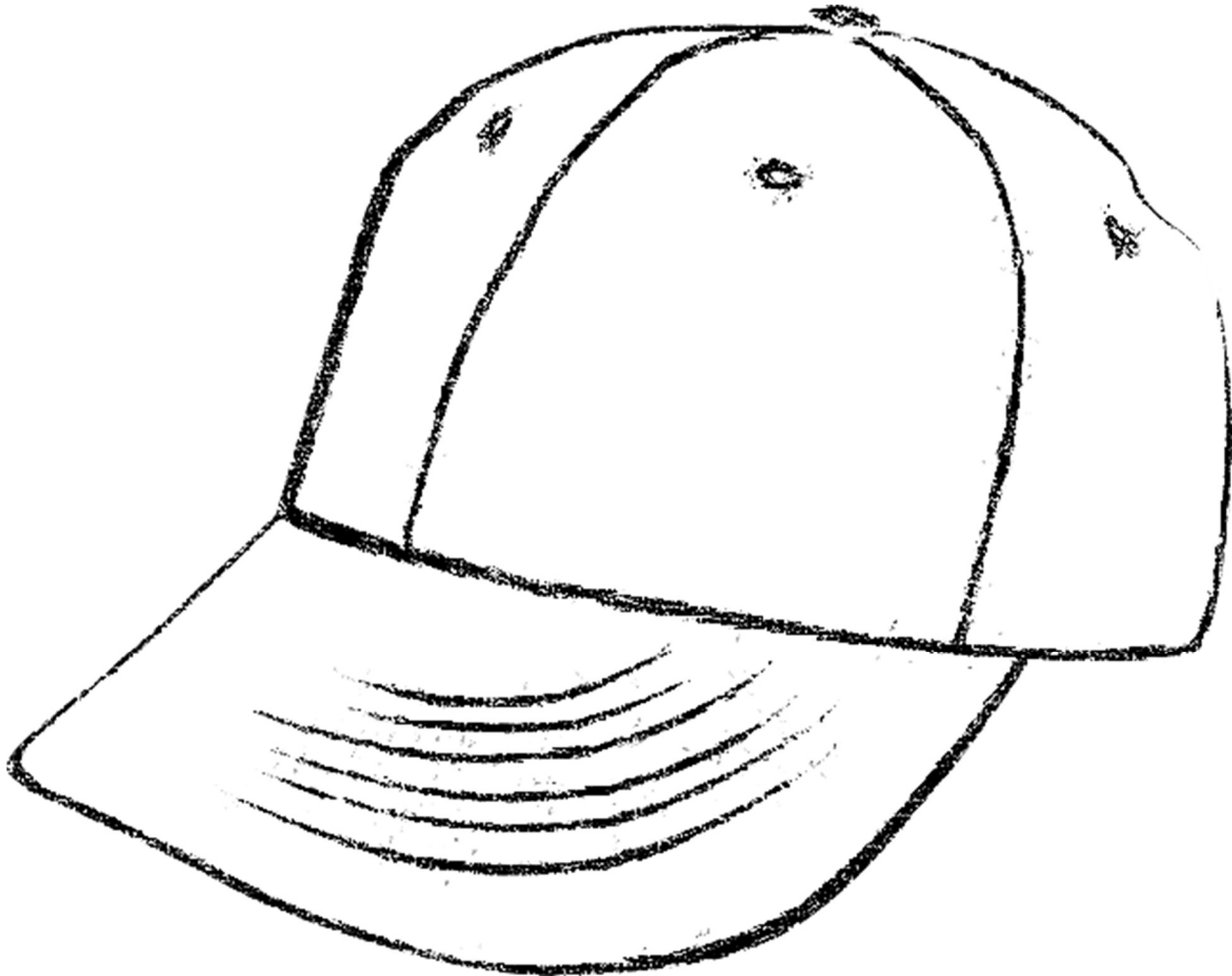
pin- pine fin- fine rod- rode cut- cute

● Part Four, Finger Point Reading, Song 6

SAY: Put your finger on the capital letter A in the square. Point to the word can in line 1. Your child should have his finger pointing to the word can. Point to tape in line 2.

Part A: 1. can	2. tape	3. cap
Part B: 1. cute	2. cube	3. use
Part C: 1. hide	2. pin	3. fine
Part D: 1. hope	2. rode	3. not

Now go back to part A and have your child point to any words you say. (Do not say the line numbers.) Continue this activity with Parts B, C, and D.



Ready, Get Set

Song 6

Ready, get set, let's go.
Here are some words.
That we should know.

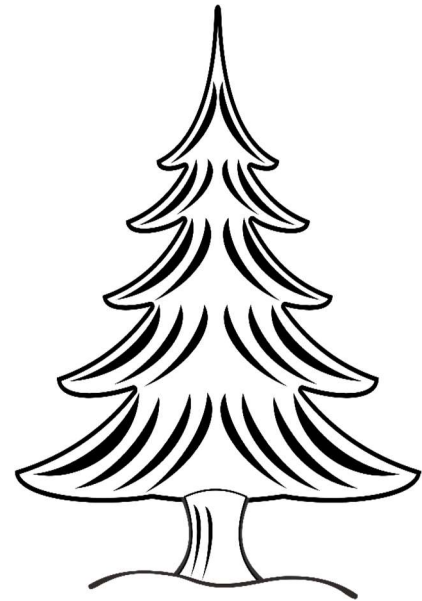
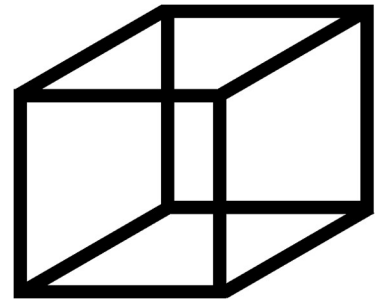
can - cane
tap - tape
cap and cape

cut - cute
cub - cube
us and use

hid - hide
pin - pine
fin and fine

hop - hope
rod - rode
not and note

One more time
Sing fast, not slow.
Ready, get set, let's go.



Finger Point Reading, Song 6

A

1. can - cane
2. tap - tape
3. cap and cape

B

1. cut - cute
2. cub - cube
3. us and use

C

1. hid - hide
2. pin - pine
3. fin and fine

D

1. hop - hope
2. rod - rode
3. not and note

LESSON 7 Colors, More Colors, Signs

SKILL FOCUS: Beginning Consonant Blends **bl, pl, sl, br, cr, dr, gr, sk, st** / Spelling, Sight Words

● **Part One**

PLAY SONG THE SONGS.

While playing and singing each song together, point with your finger or a pointer to the words as the song is playing.

LANGUAGE DEVELOPMENT

Draw pictures of signs using different colors, talk about, and label the pictures.

CONSONANT BLENDS

SAY: *Consonant blends have two consonant letters that stand for two sounds together.*

(Blend the word **black** (**b-l**-ack then **bl**-ack).

SAY: *Look at the consonant blends in the box below.*

SAY: *Let's go to the songs for lesson 7 and see how many of the consonant blends in the box we can find.*

bl pl sl br cr dr gr sk st

CLAPPING, TAPPING, AND OTHER ACTIVITIES

Tap to the song **signs**. first with the left hand and then the right hand.

Try to tap some of the song **signs** from memory.

● Part Two, Reading

TRACK, POINT TO THE SONG WORDS.

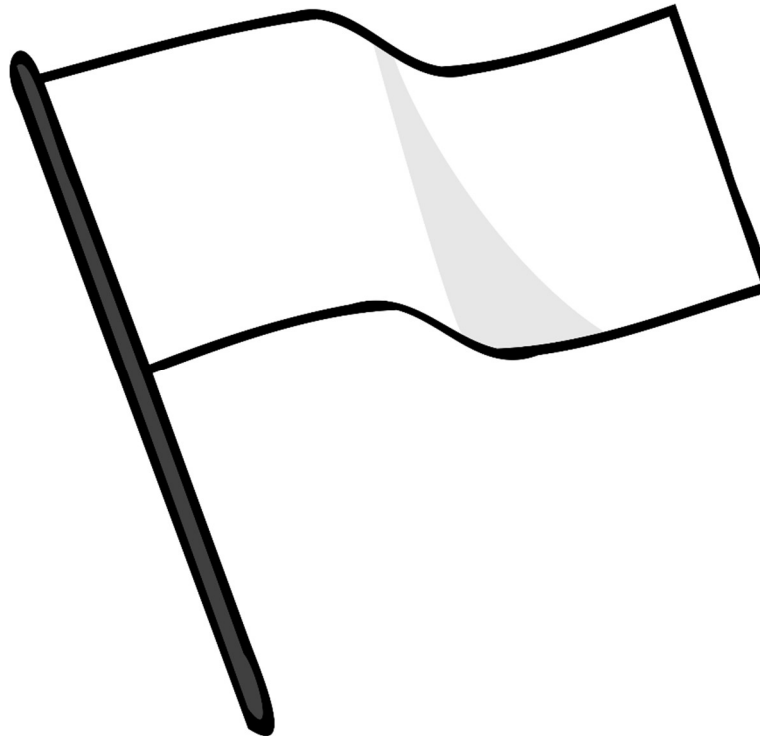
SAY: *Let's go to the songs for lesson seven. I will play the songs, and I want you to sing with me and point to the words.*

READ THE SONG WORDS. (Without the Song Playing)
(Study each song separately.)

SAY: *Now, let's read the song words together. Put your finger under the words as we read.*

SAY: *Now, I want you to read the song words. Put your finger under the words as you read.*
(Just read one song at a time.)

If he makes a mistake while reading, just say the word and have him continue reading. If he needs more practice, have him sing the song and point to the words. Also, practice difficult words.



● Part Three, Metronome

METRONOME MOVEMENT ACTIVITIES

Go to APPENDIX B for activities.

EYE SPAN PRACTICE

Go to APPENDIX C for activities 5 and 6.

METRONOME WORD ACTIVITIES

SAY: Look at the word **blue** below. Together, we will say the sound for each letter and the word on each metronome beat.

(Say the sound for each letter /b/ // /ue/, not the letter names. Just stretch the word.)

click	click	click	click
/b/	//	/ue/	blue
f	l	ag	flag
g	l	ad	glad
p	l	an	plan

SAY: We are going to read the words below together to a beat. I want you to point to each word as we say them.

black clap flat glad plate slow

brown cross dress drive green stop

● Part Four, Finger Point Reading, Song 7

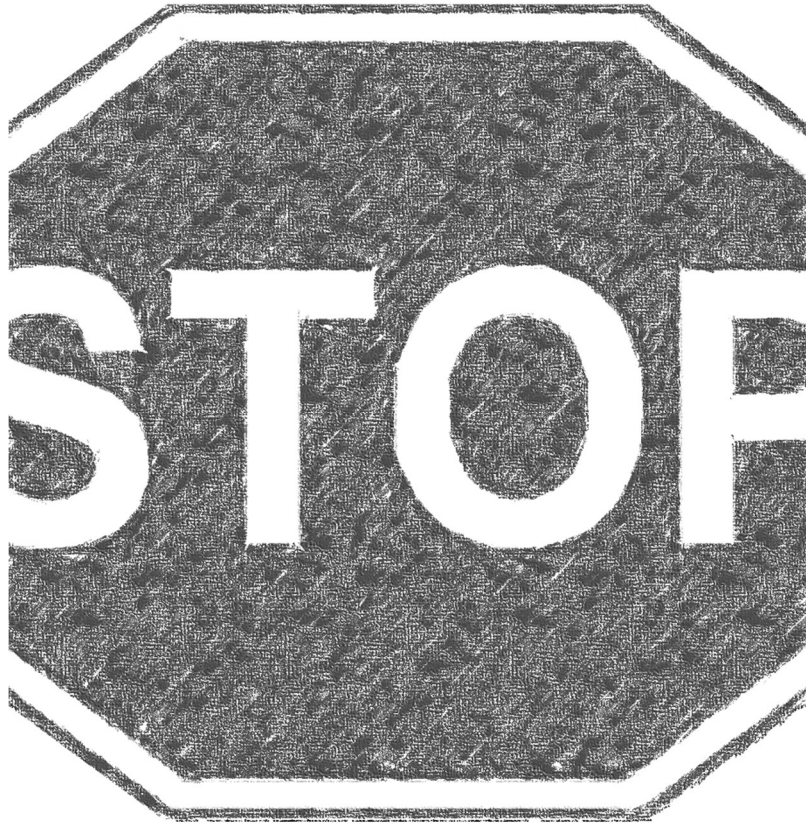
SAY: Put your finger on the capital letter **A** in the square. Point to the word **the** in line 1. Your child should have his finger pointing to the word **the**. Point to **green** in line 2.

Part A: 1. the 2. green 3. brown 4. black 5. blue

Part B: 1. snow 2. green 3. blue 4. dress
 5. black 6. brown 7. hat

Part C: 1. not 2. cross 3. Stop 4. Look 5. slow

Now go back to part A and have him point to any words you say. (Do not say the line numbers.) Continue this activity with Parts B and C.



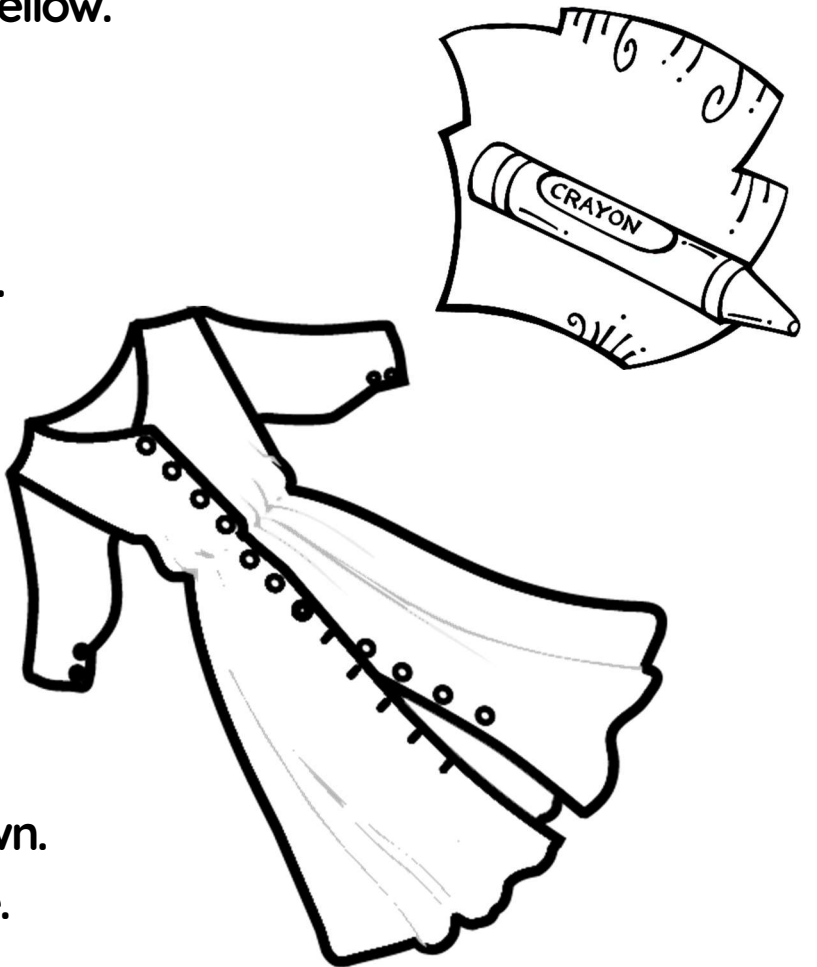
Colors

Song 7

There's the color yellow.
The color green.
The color brown.
The color black.
And the color blue.

More Colors

Snow is white.
Leaves are green.
The sky is blue
My dress is yellow.
My coat is black.
My shoes are brown.
And my hat is blue.



Signs

Do not walk.
Do not cross.
Stop and go.
Look before you cross.
And please go slow.



Finger Point Reading, Song 7

A Colors

1. There's the color yellow.
2. The color green.
3. The color brown.
4. The color black.
5. And the color blue.

B More Colors

1. Snow is white.
2. Leaves are green.
- 3 The sky is blue.
- 4 My dress is yellow.
5. My coat is black.
6. My shoes are brown.
7. And my hat is blue.

C Signs

1. Do not walk.
2. Do not cross.
- 3 Stop and go.
4. Look before you cross.
5. And please go slow.

LESSON 8 Colors All Around

SKILL FOCUS: Beginning Consonant Blends: **bl**, **br**, **gr**. Spelling, Sight Words

● **Part One**

PLAY SONG EIGHT

While playing and singing the song, point with your finger or a pointer to the words as the song is playing.

LANGUAGE DEVELOPMENT

Develop pictures with different colors, talk about, and label the pictures.

CONSONANT BLENDS

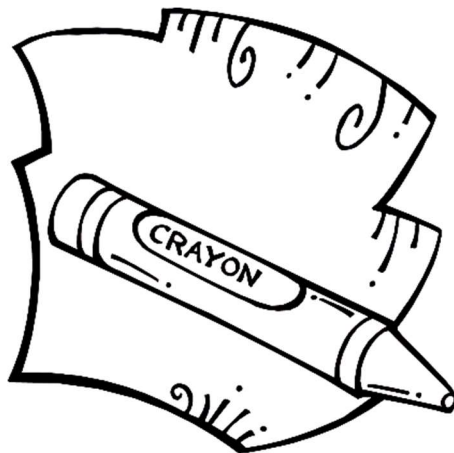
SAY *The letters in bold print have two consonant letters that stand for two sounds together.*

Blend the word **black** (**b-l**-ack then **bl**-ack). Continue with other words from the song.

CLAPPING, TAPPING, AND OTHER ACTIVITIES

Dance to the song. Stop the music at times.

Go to APPENDIX A for activities. (Practice the activity in the box.)



● Part Two, Reading

TRACK, POINT TO THE WORDS.

SAY: *Let's go to song eight. I will play the song. I want you to sing with me and point to the words.*

READ THE SONG WORDS. (Without the Song Playing)

SAY: *I want you to read the song words with me. Put your finger under the words as we read.*

(Just read one song part at a time.)

SAY: *Now, I want you to read the song words. Put your finger under the words as you read (Just read one song part at a time.)*

If he makes a mistake while reading, just say the word and have him continue reading. If he needs more practice, have him sing the song and point to the words. Practice difficult words.

ACTIVITY: Underline the consonant blends. Say the words.

1. blue back black clap
2. flat had glad play
3. pan plan flip slip
4. low slow dress grass
5. stop ride bride green

● Part Three

METRONOME MOVEMENT ACTIVITIES

Go to APPENDIX B for activities.

METRONOME WORD ACTIVITIES

SAY: Look at the word blue below. Together, we will say the sound for each letter and the word on each Metronome beat.

(Say the sound for each letter /b/ // /u/ /e/, not the letter names. Just stretch the word.)

click	click	click	click
/b/	//	/ue/	blue
c	l	ap	clap
f	l	ag	flag
g	l	ad	glad
p	l	ane	plane

SAY: We are going read the words in the box together to a beat. I want you to point to each word as we say them.

black clap flat glad plate dress stop

block club flag glass plane drip step

● Part Four

FINGER POINT READING, SONG 8

SAY: Put your finger on the capital letter A in the square.

SAY: Point to the word all in line 1. Your child should have their finger pointing to the word all. **SAY:** Point to word to in line 1.etc.

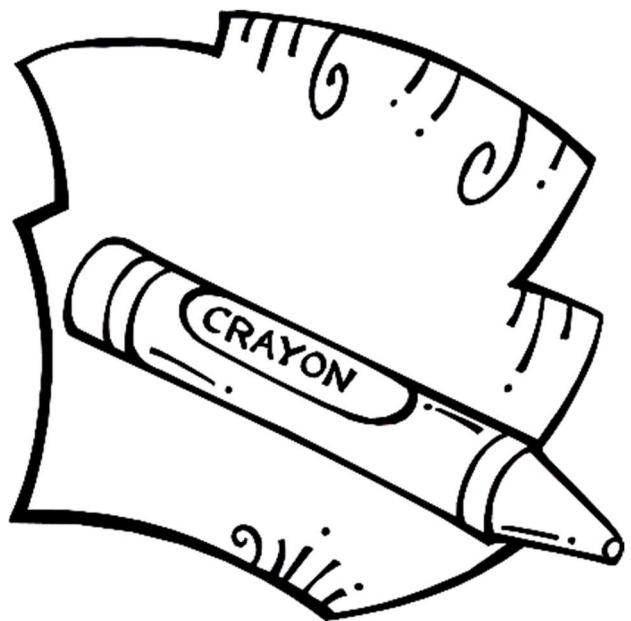
- | | | |
|-------------------|----------|-----------|
| Part A: 1. all | 2. to | |
| Part B: 1. black | 2. blue | 3. yes |
| Part C: 1. stop | 2. do | |
| Part D: 1. red | 2. brown | 3. purple |
| Part E 1. look | 2. tell | |
| Part F: 1. yellow | 2. green | 3. and |

Now go back to part A and have the child point to any words you say. (Do not say the line numbers.) Continue, Parts B, C, D, E, F

● Part Five

Practice Decodable Stories.

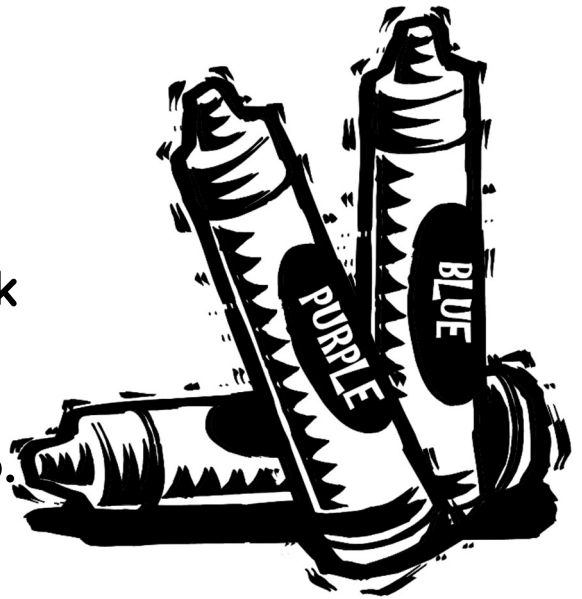
APPENDIX E



Colors All Around Song 8

Colors, colors, all around
Oh, the colors to be found.

red, orange, yellow, **black**
brown, **green**, and **blue**
And, yes, **purple** is a color too.



Red and **green** for **stop** and go
How many colors do you know?

red, orange, yellow, **black**
brown, **green**, and **blue**
And, yes, **purple** is a color too.

Come on now, look around
Tell some colors you have found.

red, orange, yellow, **black**
brown, **green**, and **blue**
And, yes, **purple** is a color too.

Finger Point Reading, SONG 8

A

1. Colors, colors, all around
2. Oh, the colors to be found.

B

1. red, orange, yellow, black
2. brown, green, and blue
3. And, yes, purple is a color too.

C

1. Red and green for stop and go
2. How many colors do you know?

D

1. red, orange, yellow, black
2. brown, green, and blue
3. And, yes, purple is a color too.

E

1. Come on now, look around
2. Tell some colors you have found.

F

red, orange, yellow, black
brown, green, and blue
and, yes, purple is a color too.

LESSON 9 TRICK OR TREAT

SKILL FOCUS: Beginning Consonant Blends (bl, cl, fl, gl, pl, br, dr, fr, gr, pr, tr, sk, st, sw, sm), Spelling, Sight Words

● Part One

While singing the song together, have your child point to the words.

LANGUAGE DEVELOPMENT

SAY: *What are your favorite words in the song and why?*

CONSONANT BLENDS

SAY *The letters in bold print in the song have two consonant letters that stand for two sounds together.*

SAY *Look at the word **fly** in the song. Let's blend the word **fly**. (f-l-y - fl-y). Continue with other words from the song.*

CLAPPING, TAPPING, AND OTHER ACTIVITIES

Tap twice for each song word. Go to APPENDIX A activities.

● Part Two, Reading

TRACK, POINT TO THE WORDS.

SAY: *Let's go to song nine and sing the song together. I want you to point to the words.*

READ THE SONG WORDS. (Without the Song Playing)

SAY: *I want you to read the song words with me. Put your finger under the words as we read.*

SAY: *Now, I want you to read the song words. Put your finger under the words as you read. (Just read one song part at a time. If he is not able to read a word, just say the word. **He does not have to read all of the words** as the focus is on learning consonant blends.)*

● Part Three

METRONOME MOVEMENT ACTIVITIES

Go to Metronome Movement Activities. (APPENDIX B)

EYE SPAN PRACTICE

Go to Eye Span Activities. (APPENDIX C) Complete the Activities.

METRONOME WORD ACTIVITIES

SAY: Look at the word brown below. Together, we will say the sound for each letter and the word on each Metronome beat. (Say the sound for each letter /b/ /r/ own/, not the letter names. Just stretch the word.)

click	click	click	click
/b/	/r/	/own/	brown
f	l	ag	flag
f	r	om	from
t	r	ick	trick

SAY: We are going read the words in the boxes together to a beat. I want you to point to each word as we say them.

black clap flat glad plate dress stop

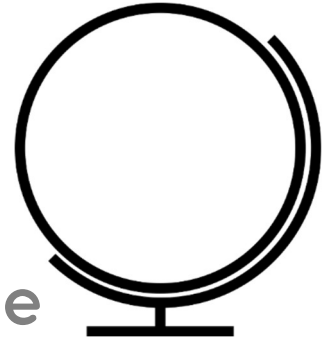
grass prize drop globe play drum blue

● Part Four, Finger Point Reading, Song 9

Choose the word pairs from the song for him to point to.

Trick or Treat, Song 9

black and blue
clam and cliff
fly and float
glad and globe
and play and please



brown and bring
drive and dream
frown and from
grass and green
prize and pretty
and trick or treat



skip and skate
small and smile
stop and stay
and swim and swell

LESSON 10 By the Beach

SKILL FOCUS: Consonant Digraphs wh, th, sh, ch. Spelling, Sight Words

● **Part One**

PLAY SONG TEN

While singing the song together, have your child point to the words.

LANGUAGE DEVELOPMENT

Ask him about the kinds of things that are found at the beach and the kinds of things we can we do at the beach?

CONSONANT DIGRAPHS

SAY: *Let's say the words in the box together.*

SAY: *The underlined letters have two consonant letters that stand for one speech sound.*

(Blend the word sh ip. (Continue with the other consonant digraphs.)

ship that thin whale chip

CLAPPING, TAPPING, AND OTHER ACTIVITIES

Tap to the song.

Continue with APPENDIX A activities.

● **Part Two, Reading**

TRACK, POINT TO THE WORDS.

SAY: *Let's go to song ten. I will play the song, and I want you to point to the words.*

READ THE SONG WORDS. (Without the Song Playing)

SAY: *I want you to read the song words with me. Put your finger under the words as we read.*

SAY: *Now, I want you to read the song words. Put your finger under the words as you read. (If he needs more help, have him sing and read with the song again.)*

● **Part Three, Metronome**

METRONOME MOVEMENT ACTIVITIES

Go to Metronome Movement Activities. (APPENDIX B)

METRONOME WORD ACTIVITIES

SAY: *Look at the word **ship** below. Together, we will say the sound for each letter and the word on each Metronome beat.*

(Say the sounds for the letters /sh/ ip not the letter names. Just stretch the word.)

click	click	click
sh/	/ip/	ship
wh	en	when
th	is	this
ch	in	chin

SAY: We are going to read the words in the boxes together to a beat. I want you to point to each word as we say them.

shop whale where this think chip chest

fish wish bath both wish beach which

ACTIVITY: In each box, underline the letters below. Say the words.

sh wh th ch

<u>sh</u> ip	that	chin	much	thick
shop	then	plan	rich	think
black	when	while	dress	slide
she	glad	thick	which	wish
that	shell	thin	wash	chest
this	play	that	dish	step
spot	shine	with	play	chill

● Part Four

FINGER POINT READING

SAY: Put your finger on the capital letter A in the square.

SAY: Point to the word by in line 1. (Your child should have their finger pointing to the word by.) Point to word beach in line 1. continue.

- Part A: 1. By, beach 2. all
Part B: 1. saw 2. found
Part C: 1. fish, shell 2. with 3. ship, chest 4. whale
Part D: 1. this, that 2. where, when 3. thin 4. We
Part E: this, where, when, thick, thin, this, that

By the Beach

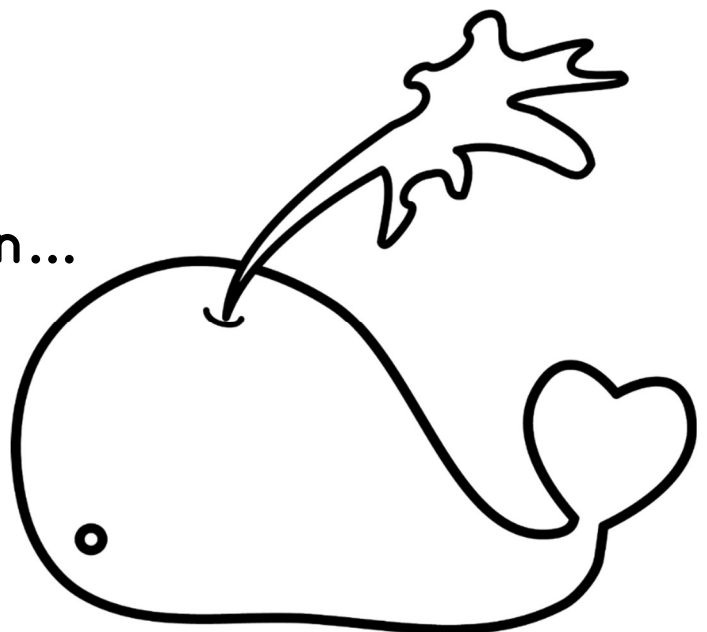
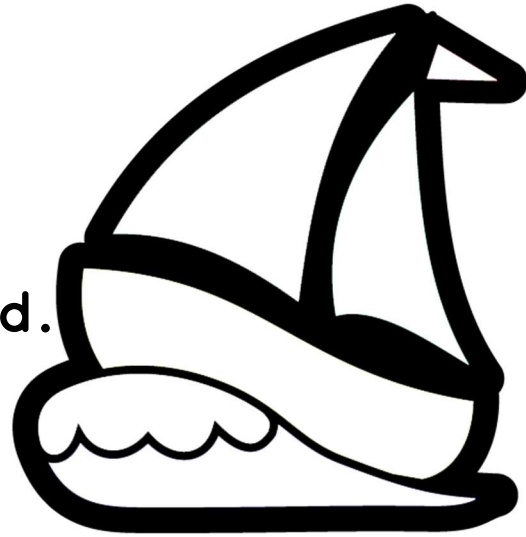
Song 10

Oh, by the beach
Water all around

Here's what I saw
Here's what I found.

A **fish**, a **shell**
A boat with a sail
A **ship**, a **chest**
A big gray **whale**.

Oh, **this** and **that**
Where and **when**
Thick and **thin**
Here we go again...



Finger Point Reading, SONG 10

A

1. Oh, by the beach
2. Water all around.

B

1. Here's what I saw
2. Here's what I found.

C

1. A fish, a shell
2. A boat with a sail
3. A ship, a chest
4. A big gray whale.

D

1. Oh, this and that
2. Where and when
3. Thick and thin
4. Here we go again...

E

Oh, this and that
Where and when
Thick and thin

LESSON 11 What Would We Do?

SKILL FOCUS: Beginning Consonant Blends

bl, cl, fl, gl, pl, sl, br, cr, dr, gr, pr, sk, st, sw, sm, sp

Vowel Combinations (Vowel Digraphs) ai, ee, ea, ow, i-e, Sight Words, Spelling

(NOTE: There are two songs for this activity. The songs are the same. Song 11A includes consonant blends and Song 11B focuses on vowel pairs, vowel digraphs ai, ee, ea, ow, i-e).

● **Part One**

PLAY SONG ELEVEN

While singing the song together, have your child point to the words.

LANGUAGE DEVELOPMENT

Talk about the song. Talk about would happen if some of the things in the song happened. Fact vs. Fantasy.

CONSONANT BLENDS

SAY *The letters in bold print have two consonant letters that stand for two sounds together.*

(Blend the word **steps** (**s-t**-eps then **st**-eps). Continue with other words from the song.

CLAPPING, TAPPING, AND OTHER ACTIVITIES

Tap twice at the end of each line in the song.

Go to APPENDIX A and choose activities.

● Part Two, Reading

TRACK, POINT TO THE WORDS.

SAY: *Let's go to song Eleven A and sing the song together. I will play the song, and I want you to point to the words.*

READ THE SONG WORDS. (Without the Song Playing)

SAY: *I want you to read the song words with me. Put your finger under the words as we read.*

SAY: *Now, I want you to read the song words. Put your finger under the words as you read. (Just read one song part at a time.)*

(If he is not able to read a word, just say the word. Sing the song again and practice difficult words.)

ACTIVITY: In each box, underline the consonant blends. Say the words.

<u>blue</u>	fat	pan	low	ride
back	flat	plan	slow	bride
black	lad	slow	dress	snail
blow	glad	please	gas	stop
cap	low	dress	grass	green
plav	slow	gap	stop	snail

● Part Three, Metronome

METRONOME MOVEMENT ACTIVITIES

Go to Metronome Movement Activities. (APPENDIX B)

METRONOME WORD ACTIVITIES

SAY: Look at the word **blue** below. Together, we will say the sound for each letter and the word on each Metronome beat.

(Say the sound for each letter /b/ // // /ue/, not the letter names. Just stretch the word.)

EVERY BEAT	click	click	click	click
	/b/	//	/ue/	blue
	g	l	ue	glue
	f	r	ee	free
	d	r	ess	dress

SAY: We are going read the words in the box together to a beat. I want you to point to each word as we say them.

black clap flat glad plate dress stop

● Part Four

FINGER POINT READING

SAY: Put your finger on the capital letter A in the square. Point to the word free in line 1. He should have his finger pointing to the word free. Point to word steps in line 2.etc.

Part A: 1. free 2. steps 3. sweet 4. fly
Part B: 1. clocks 2. wind 3. prize 4. slow
Part C: 1. green 2. play 3. spin 4. had
Part D: dress, brown, small, made, each, frog
Part E: 1. we 2. what

Point to different words in the song.

ADVANCED ACTIVITY, (Optional) Long Vowel Words

SAY: Some words have two vowels together. The first vowel says its name and the second vowel is silent.

SAY: We are going read the words in the box together to a beat. I want you to point to each word as we say them.

blow slow pail snail meet sweet stop

ACTIVITY: In each box, underline the long vowel words. Say the words.

ay ai ee ea oa ow i-e

say	pail	we	met	pine
day	mail	free	meet	slow
play	tail	tree	feet	spin
way	snail	three	seat	while
cat	set	met	beat	smile
hat	steps	dress	boat	mile

What Would We Do?

SONG 11A

(Consonant Blends)

If, ice **cream** was **free**
There were **steps** to the **sky**
Lemons were **sweet**
And a hat could **fly**.

There were no **clocks**
The wind didn't **blow**
Every game had a **prize**
And **snails** were not **slow**.

All balloons were **green**
We could **play** in the rain
Tops didn't **spin**
A window had no pane.

Giants were **small**
Roads were made of **glue**
Each **frog** had a **dress**
And **brown** bears were **blue**.

What would we do?
Oh, what would we do?



What Would We Do?

SONG #18

(Vowel Digraphs)

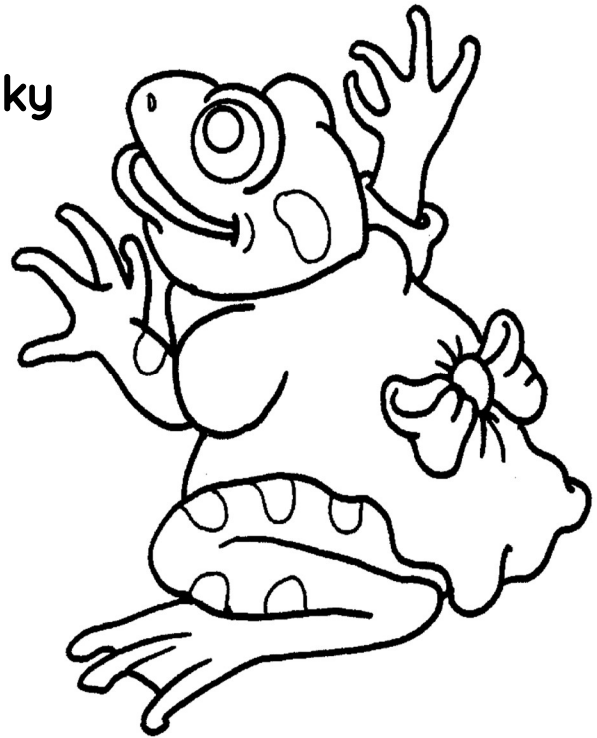
If, ice **cream** was **free**
There were steps to the sky
Lemons were **sweet**
And a hat could fly.

There were no clocks
The wind didn't **blow**
Every game had a prize
And **snails** were not **slow**.

All balloons were **green**
We could play in the **rain**
Tops didn't spin
A **window** had no pane.

Giants were small
Roads were made of glue
Each frog had a dress
And brown bears were blue.

What would we do?
Oh, what would we do?



Finger Point Reading, SONG 11

A

1. If, ice cream was free
2. There were steps to the sky
3. Lemons were sweet
4. And a hat could fly.

B

1. There were no clocks
2. The wind didn't blow
3. Every game had a prize
4. And snails were not slow.

C

1. All balloons were green
2. We could play in the rain
3. Tops didn't spin
4. A window had no pane.

D

Giants were small
Roads were made of glue
Each frog had a dress
And brown bears were blue.

E

1. What would we do?
2. Oh, what would we do?

LESSON 12 It's a Fact

SKILL FOCUS: Consonant Blends

Beginning Consonant Blends: pl, sl, sm, br, gr, tr, sm

Ending Consonant Blends: mp, st, sk, nd, nt, ct, ft,

Consonant Digraphs: wh, sh, ch. Spelling, Sight Words

● **Part One**

PLAY SONG TWELVE

While singing the song together, have your child point to the words.

LANGUAGE DEVELOPMENT

Talk about some interesting facts in the song. Draw pictures, and label.

CONSONANT BLENDS, BEGINNING & ENDING

SAY *The letters in bold print have two consonant letters that stand for two sounds together.*

SAY *Look at the word **fast**. (Blend the word **fast** (fa **s-t** then fa **st**). Continue with other words ending in consonant blends in the song.)*

CLAPPING, TAPPING, AND OTHER ACTIVITIES

Practice tapping to the song or song part with rhythm sticks. Left hand, right hand, both hands.

Continue with APPENDIX A activities.

● Part Two, Reading

TRACK, POINT TO THE WORDS.

SAY: Let's go to song twelve and sing the song together. I will play the song, and I want you to point to the words.

READ THE SONG WORDS. (Without the Song Playing)

SAY: *I want you to read the song words with me. Put your finger under the words as we read.*

SAY: *Now, I want you to read the song words. Put your finger under the words as you read.*

(If he needs more help, have him sing and read the song again.)

ACTIVITY: Underline the consonant blends. Say the words.

damp	at	last	lot	take
lamp	ant	past	lift	just
sun	went	bun	gift	must
and	dog	blast	goes	small
land	want	sea	hot	away
stand	act	ask	fast	step
bat	fact	pond	lake	still

● Part Three, Metronome

METRONOME MOVEMENT ACTIVITIES

Go to Metronome Movement Activities. (APPENDIX B)

METRONOME WORD ACTIVITIES

SAY: *Look at the word best below. Together, we will say the sound for each letter and the word on each Metronome beat.*

(Say the sound for each letter /b/ /e/ /s/ /t/, not the letter names. Just stretch the word.)

click	click	click	click
b	e	st	best
l	a	<u>st</u>	last
f	a	<u>st</u>	fast
l	a	<u>mp</u>	lamp

SAY: *We are going read the words in the boxes together to a beat. I want you to point to each word as we say them.*

fast last lamp camp ant plant all small

pond spend act fact ranch branch whale

● **Part Four, FINGER POINT READING**

SAY *Put your finger on the capital letter **A** in the square. Point to the word **fact** in line 1. (He should have his finger pointing to the word **fact**.) Point to the word **fast** in line 2.etc.*

Part A: 1. fact 2. fast
Part B: 1. lasts 2. small 3. first
Part C: 1. soft 2. ground 3. sound
Part D: 1. plant 2. lamp 3. sun
Part E: branch, tree find, corn, whale, sea
Part F: sun, hot, bun, lake, pond

Now point to different words in the song.

It's a Fact

Oh, it's a fact
You should know
A fox runs fast
The turtle is slow.

Morning lasts 'til noon
An elf is small
Summer comes first, then fall.

Oh, it's a fact, you should know
A fox runs fast, the turtle is slow.

Sheep have soft coats
Peanuts grow in the ground
Bee's wings make a buzzing sound.

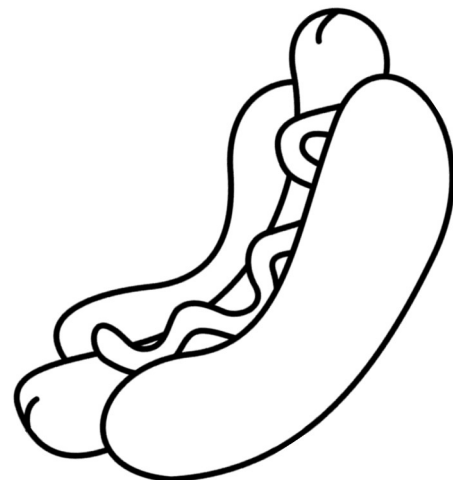
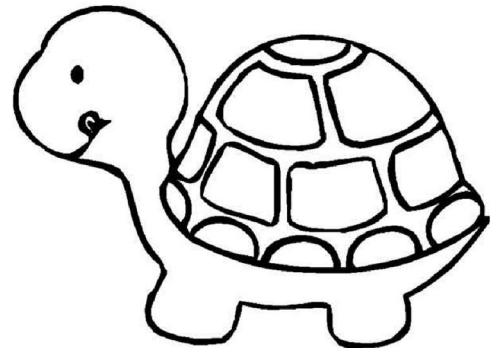
A tree is a plant
A lamp gives light
The sun goes away at night.

We find corn in a husk
And a whale in the sea
A branch is part of a tree.

A small lake is a pond.
Ice melts in the sun
A hot dog goes in a bun.

Oh, it's a fact, you should know
A fox runs fast, the turtle is slow.

Song 12



FINGER POINT READING, Song 12

A

1. Oh, it's a fact, you should know
2. A fox runs fast; the turtle is slow.

B

1. Morning lasts 'til noon
2. An elf is small
3. Summer comes first, then fall.

C

1. Sheep have soft coats
2. Peanuts grow in the ground
3. Bee's wings make a buzzing sound.

D

1. A tree is a plant
2. A lamp gives light
3. The sun goes away at night.

E

We find corn in a husk
And a whale in the sea
A branch is part of a tree.

F

A small lake is a pond
Ice melts in the sun

A hot dog goes in a bun.

LESSON 13 Take Two

SKILL FOCUS: Compound Words, Spelling, Sight Words

● **Part One**

PLAY SONG THIRTEEN

SAY: *Let's go to song thirteen and sing the song together. I will play the song, and I want you to point to the words.*

LANGUAGE DEVELOPMENT

Talk about some of the words in the song?

COMPOUND WORDS

SAY: *When two words make one word, we call them compound words.*

bed time bedtime / **birth day** birthday

SAY: *Often, the meaning of each word helps to understand the meaning of the new word.*

EXAMPLES

bed time – bedtime (time for bed)

sail boat – sailboat (a boat with a sail)

birth day – birthday (the day of your birth)

CLAPPING, TAPPING, AND OTHER ACTIVITIES

Go to APPENDIX A Activities.

● Part Two, Reading

TRACK, POINT TO THE WORDS.

While singing the song together, have your child point to the words.

READ THE SONG WORDS. (Without the Song Playing)

SAY: *I want you to read the song words with me. Put your finger under the words as we read.*

SAY: *Now, I want you to read the song words. Put your finger under the words as you read. (If he needs more help, have him listen to and sing the song again and review difficult words.)*

● Part Three, Metronome

METRONOME MOVEMENT ACTIVITIES

Go to Metronome Movement Activities. (APPENDIX B)

METRONOME WORD ACTIVITIES

SAY: *Let's say the words on every beat. .*

click	click	click
sun	set	sunset
in	side	inside
bed	time	bedtime
cup	cake	cupcake

SAY: *We are going read the words in the box together on two beats. I want you to point to each word as we say them*

bedtime	pancake	daylight	baseball	sailboat
---------	---------	----------	----------	----------

● **Part Four, Finger Point Reading, Song 13**

SAY: Let's go to finger point reading for song 13. Point to the words I say.

Part A: 1. sun, set 2. sunset 3. when

Part B: 1. sail, boat 2. sailboat 3. wind

Part C: 1. In, side 2. inside 3. place

Part D: 1. grand, father 2. grandfather 3. good

Part E: 1. grand, mother 2. grandmother. 3. friend

Part F: 1. birth, day 2. birthday 3. happy

Part G: 1. day, light 2. daylight 3. shine

Part H: 1. bed, time 2. put 3. dream 4. night

Now point to different words in the song.

Take Two

Song 13

Two words can make one
Two words can make one
Can you think of two words
That make one?

Take sun and set
That makes sunset.
And sunset is when the sun goes down.

Take sail and boat
That makes sailboat.
And sailboat goes with the wind.

Take in and side
That makes inside.
And that's a nice place to be.

Take grand and father
That makes grandfather.
And he's our good friend.

Take grand and mother
That makes grandmother.
And she's our good friend too.

Take birth and day, that makes birthday.
And that's a happy day for all.

Take day and light, that makes daylight.
And that's when the sun may shine bright.

Take bed and time that makes bedtime.
That's when we put out the light
And dream away, dream away
Dream for the night.



FINGER POINT READING, Song 13

- A**
1. Take sun and set
 2. That makes sunset
 3. And sunset is when the sun goes down.
- B**
1. Take sail and boat
 2. That makes sailboat
 3. And sailboat goes with the wind.
- C**
1. Take in and side
 2. That makes inside
 3. And that's a nice place to be.
- D**
1. Take grand and father
 2. That makes grandfather
 3. And he's our good friend.
- E**
1. Take grand and mother
 2. That makes grandmother
 3. And she's our good friend to.
- F**
1. Take birth and day, that makes birthday.
 2. And that's a happy day for all.
- G**
1. Take day and light, that makes daylight.
 2. And that's when the sun may shine bright.
- H**
1. Take bed and time that makes bedtime.
 2. That's when we put out the light.
 3. And dream away, dream away
 4. Dream for the night.

LESSON 14 Fun at the Zoo

SKILL FOCUS: Singular, Plural Words

● Part One

PLAY SONG FOURTEEN

While singing the song together, have your child point to the words.

LANGUAGE DEVELOPMENT

Talk about going to the zoo and what we would see at the zoo. Draw pictures of animals and label or write about them.

SINGULAR, PLURAL WORDS

SAY: Look at the words in the box. Let's say them together.

SAY: We can add the letters s or es to the end of a noun (person, place, or thing) to mean more than one.

SAY: Let's read the words in the box. Which words mean more than one.

bear	bears <u>̄</u>
turtle	turtles <u>̄</u>
dog	dogs <u>̄</u>
cat	cats <u>̄</u>
fox	foxes <u>̄</u>

CLAPPING, TAPPING, AND OTHER ACTIVITIES

While singing, have him show the correct number of fingers. (I saw an elephant.) 1 finger. (I saw two elephants) 2 fingers. etc.

● Part Two, Reading

TRACK, POINT TO THE WORDS.

SAY: *Let's go to song fourteen. I will play the song, and I want you point to the words while we sing the song.*

READ THE SONG WORDS. (Without the Song Playing)

SAY: *I want you to read the song words with me. Put your finger under the words as we read.*

(Just read one song part at a time.)

SAY: *Now, I want you to read the song words. Put your finger under the words as you read.*

(Just read one song part at a time. If more help is needed, practice the song again and review difficult words.)

● Part Three, Metronome

METRONOME MOVEMENT ACTIVITIES

Go to APPENDIX B.

METRONOME WORD ACTIVITIES

Say the words on every beat, bear, bears. etc.

(click)

ONE

bear

turtle

dog

cat

fox

box

(click)

MORE THAN ONE

bears

turtles

dogs

cats

foxes

boxes

SAY: *We are going read the words in the boxes together to a beat. I want you to point to each word as we say them.*

bear bearss turtle turtless dog dogss cat catss

fox foxes box boxeses dish disheses wish wisheses

pet pets rabbit rabbits bird birds brush brusheses

● Part Four, FINGER POINT READING, Song 14

Choose the words for him to point to.

Fun at the Zoo Song 14

I had fun at the zoo. Did you?
I had fun at the zoo. Did you?
I had fun at the zoo.

Well, I saw an elephant. Did you?
I saw two elephants. Where were you?

I saw a turtle. Did you?
I saw three turtles. So, where were you?

I saw a bear. Did you?
I saw four bears. Where were you?

I saw a fox. Did you?
I saw five foxes. Oh, where were you?

I saw more animals than you.
Yes, I saw more animals than you.
I saw more animals than you.

I had a box of popcorn. Did you?
I had two boxes of popcorn.
Why didn't you?

I got a balloon. And you?
Me? Well, I had two.
I think I had more fun at the zoo than you.

I had fun at the zoo. Did you?
I had fun at the zoo. Did you?
I had fun at the zoo.
We had fun at the zoo.



Finger Point Reading, SONG 14

A

1. I had fun at the zoo. Did you?
2. I had fun at the zoo.
3. Well, I saw an elephant. Did you?
4. I saw two elephants. Where were you?
5. I saw a turtle. Did you?
6. I saw three turtles. So, where were you?
7. I saw a bear. Did you?
8. I saw four bears. So, where were you?
9. I saw a fox. Did you?
10. I saw five foxes. Oh, where were you?

B

1. I saw more animals than you.
2. Yes, I saw more animals than you.
3. I saw more animals than you.
4. I had a box of popcorn. Did you?
5. I had two boxes of popcorn.
6. Why didn't you?

C

I got a balloon. And you?

Me? Well, I had two.

I think I had more fun at the zoo than you.

LESSON 15 ANIMALS

SKILL FOCUS: Singular, Plural, Spelling, Sight Words

● Part One

PLAY SONG FIFTEEN

While singing the song together, have your child point to the words.

LANGUAGE DEVELOPMENT

Talk about different and favorite animals. Draw pictures of animals and label or write about them.

SINGULAR, PLURAL WORDS

SAY: *Look at the words in the box. Let's say them together.*

SAY: *We can add the letters s or es to the end of a noun (person, place, or thing) to mean more than one.*

SAY: *Look at the words in the box. Tell the words that mean one and more than one.*

cat	cats
dog	dogs
rat	rats
fox	foxes
horse	horses

CLAPPING, TAPPING, AND OTHER ACTIVITIES

Practice with rhythm sticks to the song or song part.
Challenge your child to a rhythm stick activity.
Go to APPENDIX A for activities.

● Part Two, Reading

TRACK, POINT TO THE WORDS.

SAY: *Let's go to song fifteen and sing the song together. I want you to point to the words.*

READ THE SONG WORDS. (Without the Song Playing)

SAY: *I want you to read the song words with me. Put your finger under the words as we read.*

SAY: *Now, I want you to read the song words. Put your finger under the words as you read.*

● Part Three, Metronome

METRONOME MOVEMENT ACTIVITIES

Go to APPENDIX B.

METRONOME WORD ACTIVITIES

SAY: *We are going read the words in the box together to a beat. I want you to point to each word as we say them.*

SAY: *Now I want you to point to the words that mean more than one.*

cat cats bat bats rat rats dog dogs hat hats

cow cows goat goats fox foxes horse horses

● Part Four, FINGER POINT READING, Song 15

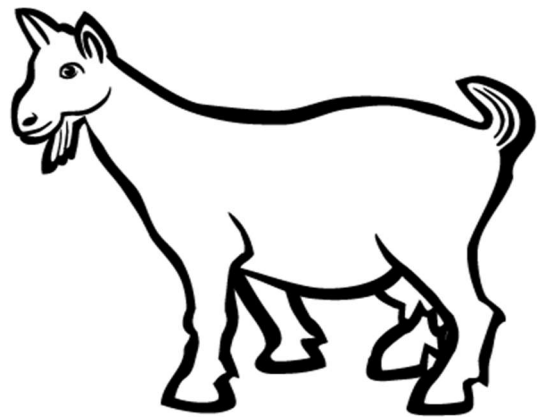
Choose the words for him to point to.

Animals

Song 15

How many animals
Could there be?
So many animals
For us to see.

There are rabbits, foxes, horses, too,
Goats and turtles,
Just to name a few.

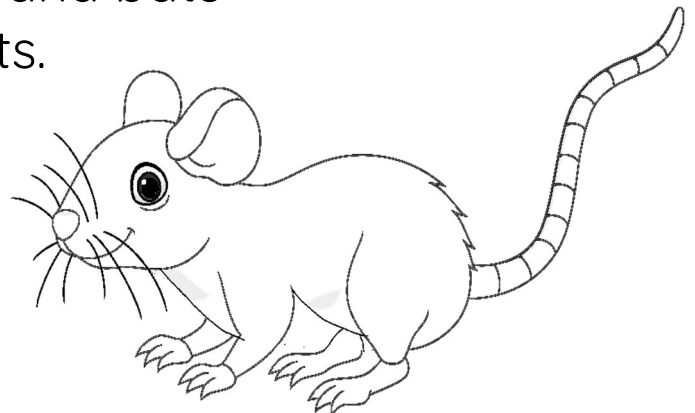


How many animals
Could there be?
So many animals
For us to see.

There are bears, birds, kittens, too.
Cows and chickens,
Just to name a few.

Oh, cats, dogs, mice, and bats
Oh, yes, and even rats.

How many animals
Could there be?
So many animals
For us to see.



Finger Point Reading, SONG 15

A

1. How many animals
2. Could there be?
3. So many animals
4. For us to see.

B

1. There are rabbits, foxes, horses, too
2. Goats and turtles,
3. Just to name a few.

C

1. How many animals
2. Could there be?
3. So many animals
4. For us to see.

D

1. There are bears, birds, kittens, too
2. Cows and chickens,
3. Just to name a few.

E

Oh, cats, dogs, mice, and bats
Oh, yes, and even rats.

LESSON 16

One Word and Not Two

SKILL FOCUS: Contractions

● Part One

PLAY SONG SIXTEEN

While singing the song together, have your child point to the words.

CONTRACTIONS

SAY: *Look at the words in the box. Let's say them together.*

SAY: *Sometimes two words can be made into a shorter word called a contraction.*

SAY: *This mark ' shows where a letter or the letters have been left out.*

SAY: *Look at the words in the box and see which letters have been left out of the shortened word, the contraction.*

Contractions

It is – it's

he is – he's

that is – that's

did not – didn't

she is – she's

we will – we'll

CLAPPING, TAPPING, AND OTHER ACTIVITIES

Go to APPENDIX A and choose activities.

● Part Two, Reading

TRACK, POINT TO THE WORDS.

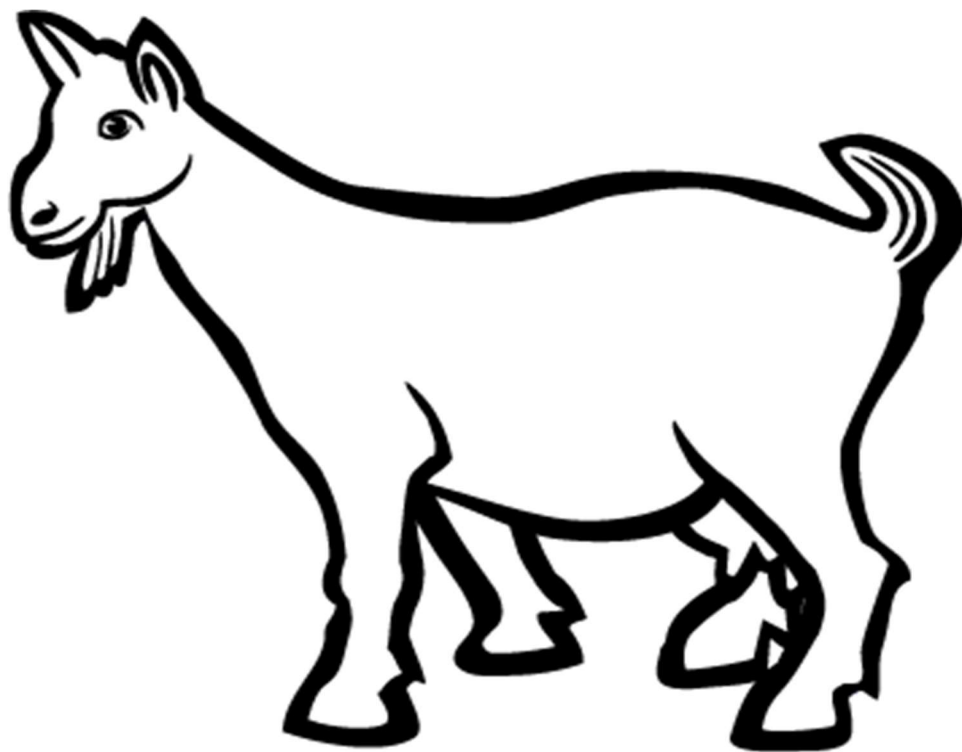
SAY: *Let's go to song sixteen. I will play the song, and I want you to point to the words.*

READ THE SONG WORDS. (Without the Song Playing)

SAY: *I want you to read the song words with me. Put your finger under the words as we read.*

SAY: *Now, I want you to read the song words. Put your finger under the words as you read.*

(Just read a song part at a time. If more help is needed, practice the song again and review difficult words.)



● Part Three

METRONOME MOVEMENT ACTIVITIES

Go to APPENDIX B.

METRONOME WORD ACTIVITIES

Say each word on a beat.

click	click	click
it	<u>i</u> s	<u>i</u> 's
that	<u>i</u> s	<u>that</u> 's
he	<u>i</u> s	<u>he</u> 's
she	<u>i</u> s	<u>she</u> 's
did	<u>no</u> t	<u>didn</u> 't

SAY: *We are going to read the words in the box together to a beat. I want you to point to each word as we say them.*

It is it's that is that's let us let's

did not didn't cannot can't will not won't

● **Part Four, FINGER POINT READING, Song 16**

He points to the words you say.

1. We will, we'll
2. will not, won't
3. he is, he's
4. she is, she's
5. let us, let's
6. I will, I'll
7. cannot, can't
8. It is, it's
9. did not, didn't
10. do not, don't
11. that is, that's

One Word and Not Two

Song 16

How can we use one word and not two?
One word and not two?

Let's see, how can we say?
We will go away
Just, we'll go away.

And how can we say?
I will not go today.
Just, I won't go today.

What about, he is over there?
Just, he's over there.

What about, she is over here?
Just, she's over here.

Oh, how can we say
Let us stay behind?
Just, let's stay behind.

And how can we say?
I will go tomorrow.
Just, I'll go tomorrow.

What about, we cannot stay?
Just, we can't stay.

And what about, it is not morning?
Just, it's not morning.

Oh, we did not go, just, we didn't go.
And we do not know, just, we don't know

And that is all for now, just, that's all for now.



FINGER POINT READING, Song 16

1. **We will** go away
Just, **we'll** go away.
2. I **will not** go today.
Just, I **won't** go today.
3. What about, **he is** over there?
Just, **he's** over there.
4. What about, **she is** over here?
Just, she's over here.
5. **Let us** stay behind?
Just, let's stay behind.
6. **I will** go tomorrow.
Just, I'll go tomorrow.
7. What about, we **cannot** stay?
Just, we can't stay.
8. And what about, **it is** not morning?
Just, it's not morning.
9. Oh, we **did not** go, just, we didn't go.
And we **do not** know, just, we don't know
10. And **that is** all for now, just, that's all for now.

-APPENDIX A-

MOVEMENT ACTIVITIES

Action and Movement for Rhythm

These activities combine learning and fun. They help children develop a better rhythm, which can help their reading and writing skills. Tailor activities to children's skills and interests as well.

Repetition

Repetition builds knowledge. Repetition can also be boring. Offer a challenge or extension of the activity. Move to a new activity as your child needs change. Build on activities that your child enjoys.

When your child is ready, practice the activity below.

IMPORTANT: PRACTICE THIS OFTEN!

Clapping and Tapping

Simon Says can be used for this activity.

Clap both hands together.

Tap hips

Clap both hands together.

Tap thigh

Clap both hands together.

Tap foot

Clap both hands together.

Tap Toes

(Tap foot while clapping; add other activities)

As your child is able, tap on opposite sides, (right hand to left hip, left hand to right hip and continue to thigh taps and the rest.) This encourages communication between both brain hemispheres.

GENERAL

More than one activity can be done at a time. You can also tailor activities to children's skills and interests.

__ Toss balls, beanbags, and other items into a basket. Move further back as able. Challenge her or him, do it together.

__ Move to music and stop when the music stops.

__ March to the beat of marching songs (Stars and Stripes etc.).

__ Copycat: Have your child copy the moves you make.

EXAMPLE

Clap hands, tap head, tap nose, pat legs, stomp, tap elbow, touch shoulders, cross hands to tap different body parts. (left hand to right elbow, etc.)

__ Add other activities she/he enjoys.

CLAPPING

__ Practice clapping together.

__ Practice clapping to 10 or more.

__ Clap to an easy pattern (1, 2, 3, 4, 5) and have your child clap the pattern with you.

___ Clap an easy pattern (1, 2, 3, 4, 5) and have your child clap the pattern when you are done.

___ CLAP TO WINNIE THE WHALE ON THE NEXT PAGE.

Pattern Examples:

Pattern One 1-2 1-2-3 1-2 1-2-3

Pattern Two 1-2-3 1-2 1-2-3 1-2

___ Follow with more challenging patterns as your child is able.

___ Clap with a partner. (both hands)

___ Tap foot while clapping.

TAPPING (Use pencil, rhythm sticks, etc.)

___ Follow a pattern with one hand, then follow with the other hand. (Introduce more difficult patterns.)

Pattern Examples:

Pattern One 1-2 1-2-3 1-2 1-2-3

Pattern Two 1-2-3 1-2 1-2-3 1-2

(Introduce more difficult patterns.)

___ Follow a pattern using two hands.

___ Tap to songs and song parts.

___ Experiment

DRUM BEAT

___ Move to a drum beat. Stay in place when it stops.

(Step – Step - STOP / Step - Step - Step – STOP etc.

Jump – Jump – STOP / Jump – Jump – Jump – STOP)

(Add additional patterns.)

ACT OUT A SONG.

Examples

__ For song 4: It's Fun. Sit in the sun. Run in the sand etc.

__ For song 5: Friends. Eat some cake. Tug on a rope etc.

__ Dance to a song.

Continue with other songs that have movement in them.

PLAYGROUND ACTIVITIES

__ All kinds of playground activities. swings, kick the ball, etc.

CAR GAMES

__ Clapping, singing, etc.

__ Go to higher level skills such as: dancing, jumping jacks, skipping, and jumping rope, as she is able.

__ **CLAP AND TAP TO WINNIE THE WHALE ON THE NEXT PAGE.**

Winnie the Whale

(Clapping and Tapping Activity)

Winnie is in the deep blue sea, sea, sea.

And what did Winnie see, see, see?

In the deep blue sea, sea, sea.

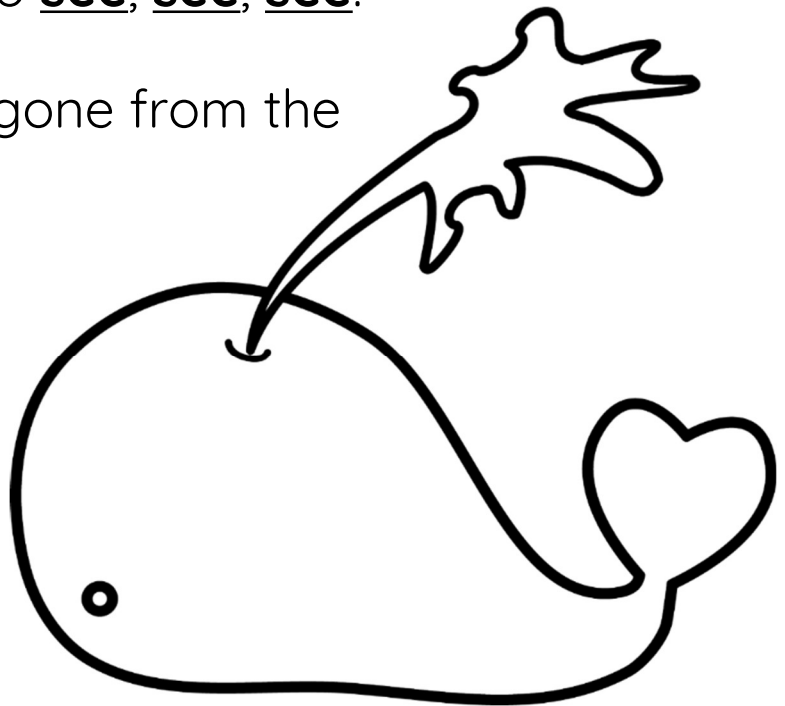
She saw some sharks in the sea, sea, sea.

Winnie flipped her huge tail in the sea.

For the sharks to see, see, see.

The sharks are gone from the

sea, sea, sea!



-APPENDIX B-

METRONOME MOVEMENT ACTIVITIES

Researchers have found that being able to keep a steady beat, a rhythmically repeating sound pattern, is an indicator that learning to read is ready to happen in the brain. The study was based on observation of children who struggle to read due to dyslexia or some other form of learning delay. Those same children struggle to keep a steady beat.

The metronome can help with improving timing skills in the brain - keeping a steady beat.

Once learned, children enjoy metronome activities. The best way to introduce the metronome is through games with movement activities. As your child becomes familiar with these, reading words to the Metronome can be introduced.

When your child is ready, practice the activity below.

IMPORTANT: PRACTICE THIS OFTEN!

CLAP AND TAP TO A BEAT. (Set the Metronome to a slow speed and adjust)

Clap both hands together.

Tap hips

Clap both hands together.

Tap thigh

Clap both hands together.

Tap foot

Clap both hands together.

Tap Toes

As your child is able, tap on opposite sides, (right hand to left hip, left hand to right hip and continue to thigh taps and the rest.) This encourages communication between both brain hemispheres.

METRONOME

There are free metronomes available on the internet or they can be purchased at a nominal cost. The numbers indicate Beats Per Minute. (BPM)

The metronome is a learned activity. It may take time to get comfortable with it. Some are okay with it from the beginning, others take one to three or four weeks.

The best way to introduce the metronome is through combining it with a fun movement activity.

Metronome Activities

These activities are not only enjoyable, but also beneficial to your child's development. The metronome can help your child think and process in rhythm. Brain activity is increasing as you work with the metronome. New neural connections are being made. The metronome adds intensity to an activity and brings faster results

Autism Spectrum Disorder

People connect with one another through communication, body language and facial expression. Children who work with the metronome improve their conversation skills and body language awareness. This is important to all children, especially to children with autism spectrum disorder.

METRONOME MOVEMENT ACTIVITIES

You can practice more than one activity at a time and use different areas-general, clapping, etc.

Include activities your child knows and enjoys.

Keep a notebook to show improvement and times.

GENERAL

___ WALK TO A BEAT (about 110 Beats Per Minute)
Increase the Metronome speed.

___ STEP TO A BEAT (Set the Metronome to a slow speed and adjust.)

___ STOP AND GO ON A BEAT. This can be followed by starting on a second beat and stopping on a third beat etc.

___ BOUNCE A BALL TO A BEAT. (100 BPM, Catch the ball on every other beat. etc.)

___ JUMP TO A BEAT (Set the Metronome to a slow speed and adjust.)

___ Jump forward and backward. (50 to 60 BPM)

___ Jump only on a second, third, beat etc.

___ STEP FORWARD AND BACKWARD ON A BEAT (Put tape on the floor to show where to step.)

___ STEP FORWARD, BACKWARD AND SIDEWAYS ON A BEAT. (50 to 60 BPM)

Go to higher level skills such as: dancing, jumping jacks, skipping, and jumping rope. etc. as he is able.

CLAPPING ACTIVITIES

___ Practice Clapping to every other beat. (120 BPM)
(CLAP click CLAP click CLAP click)

___ Practice clapping to every beat. Tap foot while clapping.
(CLAP – TAP - CLAP – TAP – CLAP etc.)

___ Clap to every third beat, etc. (Click, Click – CLAP, etc.)

TAPPING (Tapping ability has been found to predict reading outcomes.)

___ Practice tapping on every other beat. (Tap – click – Tap – click, etc.) Use dominant hand first, writing hand.

___ Practice tapping on every beat. (Tap -Tap - Tap, etc.)

___ Tap to a pattern. Repeat the pattern from memory.

When your child masters moving to a beat, you can progress to higher level skills based on their ability: dancing, jumping jacks, skipping, and jumping rope to a beat. etc.

Practice activities your child especially likes and build on those as well. The activities listed here will help him develop rhythm and timing. Ages and ability levels should be considered.

METRONOME READING

NOTE: There may be a little frustration at first. Stay with it! The Metronome activities can help with the timing disruption in the brain and improve reading dramatically.

-APPENDIX C-

EYE SPAN ACTIVITIES

Improving Eye Span and Focus with a metronome.

The set of activities is designed to practice eye span and focus.

Set the metronome to a comfortable pace. Have the child touch her finger on the letter along with a metronome beat. As they are able, increase the metronome speed.



EYE SPAN PRACTICE 1



ALPHABET MATCHING



a a

b b

c c

c d d

e e

f f

g g

h h

i i



EYE SPAN PRACTICE 2



ALPHABET MATCHING



a a

b b

c c

c d d

e e

f f

g> g

h> h

i> i



EYE SPAN PRACTICE 3



ALPHABET MATCHING



a a

b b

c c

d d

e e

f f

g g

h h

i i

j j

k k



EYE SPAN PRACTICE 4



ALPHABET MATCHING



a a

b b

c c

d d

e e

f f

g g

h h

i i

h h

i i



EYE SPAN PRACTICE 5



ALPHABET SEQUENCE



a b

c d

e f

g h

i j

k l

m n

o p

q r

s t

u v



EYE SPAN PRACTICE 6



ALPHABET SEQUENCE



a b

c d

e f

g h

i j

k l

m n

o p

q r

s t

u v

w x

y z

-APPENDIX D-

Phonics Word Lists, Grades 1 and 2

For Reading Practice

For Metronome Practice

In reading and spelling overlapping and connected patterns is how the brain processes information fast and efficiently.

Pronounce and discuss the words with her.

The words can also be used for games such as Concentration, and for word card games or speed sorts (how quickly students can complete the word sorts).

Put a strip of paper under each line if the child becomes confused by the other words.

Game Cards, MASTER

Game Cards, MASTER

GRADE 1

Review the word list.

Practice reading to every other beat.

Practice reading to a beat.

SHORT a WORD LIST

man fan tan ran can

am ham jam Sam

bat cat fat hat rat sat

cap lap nap tap

bag rag tag

cab nab tab

SHORT i WORD LIST

fin tin pin win

big fig pig wig

sip tip hip lip rip zip

it bit fit hit sit

hid lid did him

SHORT u WORD LIST

bun bun run sun *son

up cup pup

bug hug rug jug dug tug

but cut hut nut

cub rub tub

hum gum sum bud mud us bus

SHORT o WORD LIST

hop mop pop top

cot dot hot not pot

mom Tom rob job sob

rod nod

SHORT e WORD LIST

men pen ten

beg leg peg

bed fed red Ted

let jet met yet net pet wet

Long Vowels (silent e)

When a short word ends in e, it often has a long vowel sound.

LONG a WORD LIST

same game name came tame

date late rate cave pave save

base case vase lake cake take bake

LONG i WORD LIST

hide ride side tide bike hike like

fine line nine dime time lime

file tile dive hive live *live

LONG o WORD LIST

hope rope coke joke poke woke

hole pole hose nose rose

bone cone tone zone *done

dome home *some note vote

GRADE 2

Long Vowels (vowel digraphs) ai, ay, ee, ea, oa, ow

When a short word has two vowels together, the first vowel often has a long vowel sound.

LONG a WORD LIST (Vowel Digraphs)

mail nail pail sail tail

rain main pain gain aid paid maid *said

hay say day pay may way ray

LONG e WORD LIST

see bee fee need feed seed weed

feet meet feel peel seen teen

read heat meat neat seat beat real seal

LONG o WORD LIST

oat coat goat load road toad coal goal

row tow low bow

Beginning Consonant Blends bl, cl, fl, gl, pl, sl

Two consonants that blend.

(You can hear the sound of both consonants.)

black block blame blow bleed

clip clap club clove flag flip flat flame

glad glass globe plot plan plane plate

slip slap sled slide slope

Beginning Consonant Blends

br, cr, dr, fr, gr, pr, tr, sk, sm, sn, sp

Two consonants that blend.

brick broke bride crab cream creek drum

drop drip drape dream

from frog free grip grab grass green price

pride trip trap trade

skip skid skin smell smile smoke

snip snake snail spot spin spine spike stop

step stake swim swell

Ending Consonant Blends mp, ct, nd, nt, sk, st

Two consonants that blend.

(You can hear the sound of both consonants.)

camp damp lamp bump jump

and hand land sand

mend bend send bond pond

ant bent dent lent sent tent went

act fact

lift gift sift raft left soft

ask bask mask task disk husk risk

fast mast last past cast fist mist best rest

just must rust

Consonant Digraphs sh, ch, wh, th

ship shop shape she shell shine shake
shale shave

wish fish dish lash trash hash fresh

chin chip chill chick chant

rich which much

each reach peach speech church

when while whip which

thick think third thank thing

that this then them these those

bath math path both cloth

Vowels plus R ar, or, er, ir, ur

are car far jar arm farm harm

bark mark park

part dart cart chart start

spark shark march March

born corn horn thorn torn

cork stork pork torch porch
form storm sort short sport

Compound Words

upon bobcat inside sunshine himself
wishbone cannot bobsled pancake upset
gumdrop tugboat cupcake sunset dishpan
baseball railroad kidnap blacktop bedside

Singular & Plural Endings s, es

pin pins pan pans cat cats hat hats
dot dots bug bugs flag flags lamp lamps
bone bones cube cubes mule mules
dime dimes grape grapes snake snakes plane
planes
fox foxes box boxes glass glasses
wish wishes dish dishes brush brushes

APPENDIX E

DECODABLE STORIES

The rate at which you practice decodable stories is based on your child's progress. You determine how often to practice the stories. Continue with the lessons.

Ask questions, who, what, where, when, and why.

I use a success rate of 70 percent (7 out of 10) words correct for practice. This means she can move to the next stories for practice. This is important for the child to feel successful.

However, she can come back and practice the story again and work toward a reading rate of 90 percent or better.

STORY 1

SAY: Let 's read the story together. Put your finger under the words. (Then she reads.)

The Cat and the Rat

The cat had a red hat.

A rat hid in the hat.

The cat saw the rat in his red hat.

The cat ran!

The rat did not run.

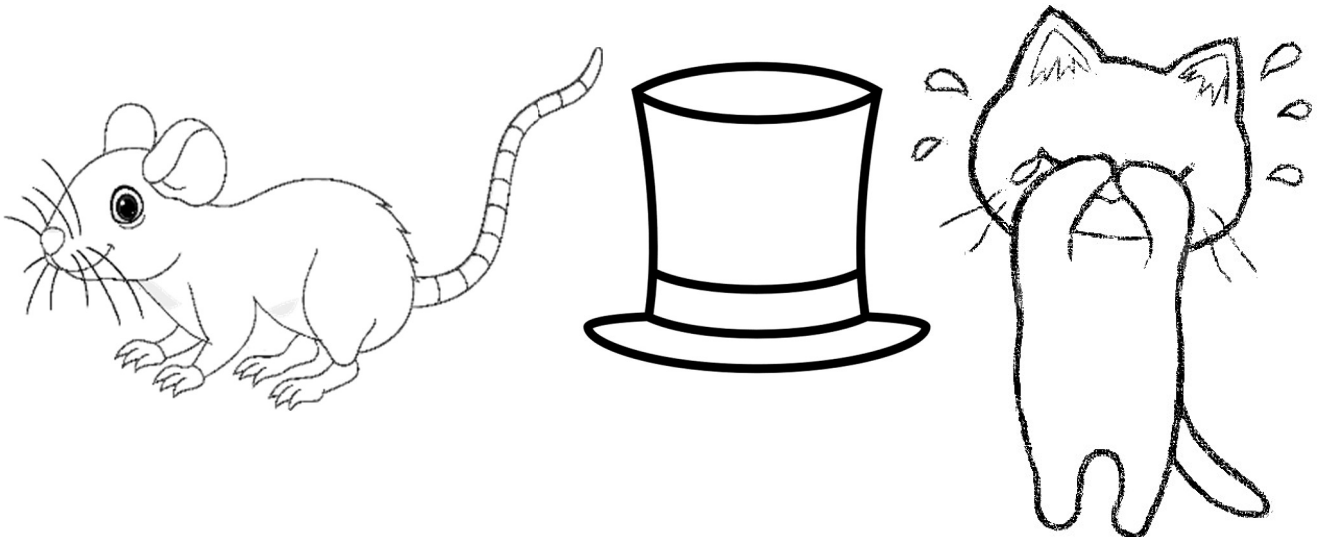
The rat had a nap in the cat's red hat.

The cat is sad.

A rat is in his red hat!

The cat will get his red hat back!

How will the cat get his red hat back?



STORY 2

SAY: *Let 's read the story together. Put your finger under the words. (Then she reads.)*

Ten Pets

Sid has ten pets.

His pets run in the mud.

Sid gets his pets in the tub.

rub-a-dub-dub

Ten pets in the tub.

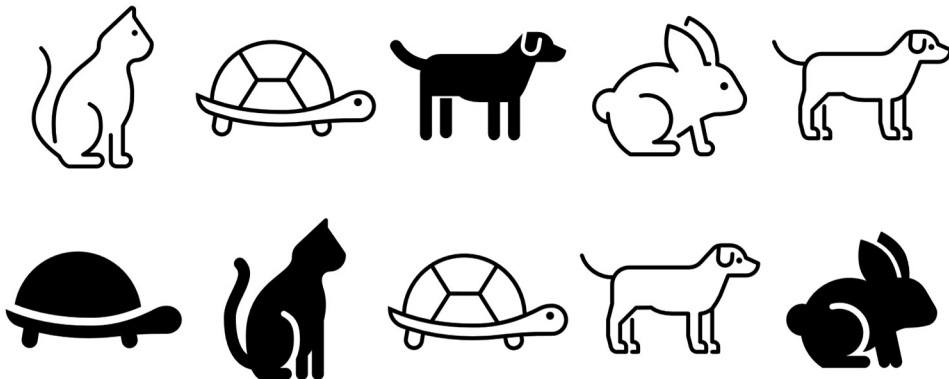
rub-a-dub-dub

Off comes the mud.

rub-a-dub-dub

Ten pets in the tub.

Using rhythm
to help with.
p b d.





STORY 3

SAY: Let 's read the story together. Put your finger under the words. (Then she reads.)

A Fun Ride

Jane and Dale are in the Fun Zone.

Up and up.

Take a dip and a dive.

“We like this fun ride.”

Up and up.

Take a dip and a dive.

“We like this fun ride.”

It is late.

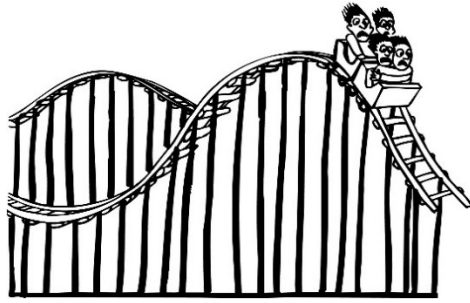
Time to go home.

One more time.

Up and up.

Take a dip in a dive.

“We like this fun ride.”



STORY 4

SAY: *Let 's read the story together. Put your finger under the words. (Then she reads.)*

Nate's Kite

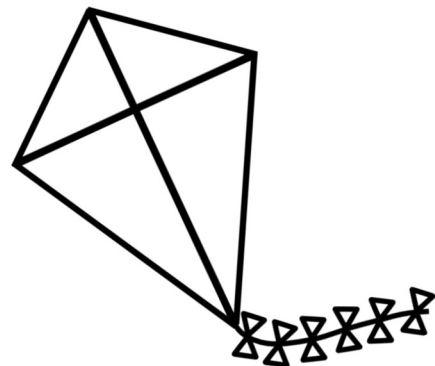
Nate runs fast.
The wind gets his kite.

Way, up in the sky.
Nate's kite can fly.

His kite takes a dive.
The kite will go down.

Nate runs fast.
Just in time.

Way up in the sky
Nate's kite can fly.



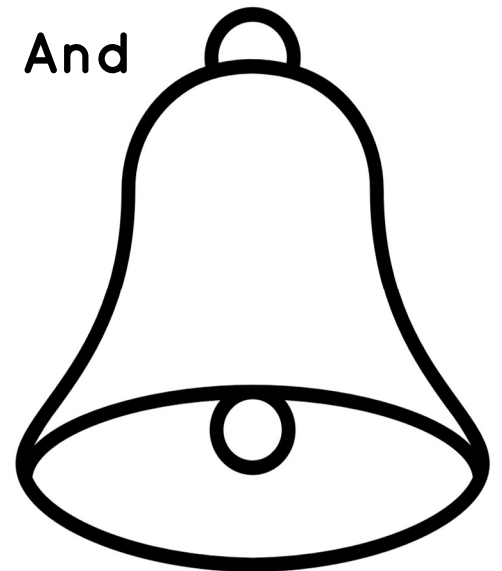
(How did Nate keep his kite from going down?)

Just in Time

Dale did not want to be late. He fed his dog and cat.

Dale ate the eggs that dad made. He gave his dad a big hug. He got his backpack.

He ran to the bus stop.
Just in time for bus nine.
He got to his class. And
the bell rang.



A Hen is in the Den. STORY 6

The pig is in its pen.

A hen is in the den.

Two and ten

Must get the hen

From the den.

Two and ten

A big cat came into the den.

Two and ten

The hen is still in the den.

A dog came into the den.

Two and ten

The hen is still in the den.

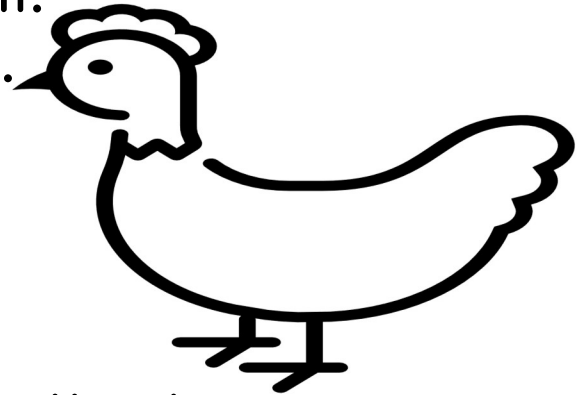
A mouse came into the den.

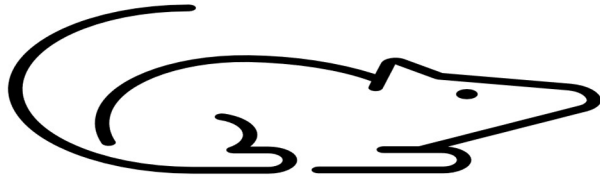
Two and ten

The hen is back

In her pen!

Two and ten!





STORY 7

Jade's Cat

Jade has a big cat.
The cat has no name.
What a shame!
A cat with no name!

What can Jade name her cat?
Rags, Milo, or Nat?
Milo, yes! Not Rags or Nat!

Jade got Milo a big red hat.
Dad sat on the hat!
The hat was flat!

Dad got Milo a big blue hat,
For the hat that was flat.

Milo likes to play and run.
Jade and Milo have lots of fun!



STORY 8

SAY: *Let 's read **The Big Bag** together. Put your finger under the words. (Then she reads.)*

The Big Bag

Dan put a hat in the bag.

Dan put **jam** in the bag.

Jill put a **cup** in the bag.

Dan put a **jug** in the bag.

Jill put a pack of **gum** in the bag.

Jill put **a red pen** in the bag.

Yes or No?

Is a **bug** is in the bag? Yes No

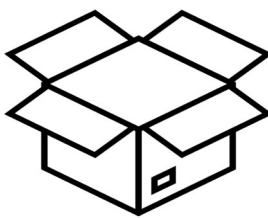
A **cup** is in the bag. Yes No

A **pig** is in the bag. Yes No

Is **jam** in the bag? Yes No

A **hat** is in the bag. Yes No

How many things are in the bag? _____



STORY 9

SAY: Let 's read *The Big Box* together. Put your finger under the words. (Then she reads.)

The Big Box

Jan put a **flag** in the box.

Emma put a **plant** in the box.

Jan put a **glass** in the box.

Emma put a **mask** in the box.

Jan put a **stamp** in the box.

Emma put **six gum drops** in the box.

Yes, or No?

Is a **frog** in the box? Yes No

A **flag** is in the box. Yes No

A **pig** is in the box. Yes No

Is a **glass** in the box? Yes No

A **plant** is in the box. Yes No

How many things are in the box? _____



STORY 10

SAY: *Let 's read The Red and White Van together. Put your finger under the words. (Then she reads.)*

The Red and White Van

Maria put some **rope** into the red and white van.

Dale put a **sled** into the red and white van.

Maria put her **bike** into the red and white van.

Dale put five **dishes** and a **dishpan** into the red and white van.

Maria put a **trashcan** into the red and white van.

Dale put a **raft** and a **baseball bat** into the red and white van.

Yes or No?

Is a **snake** in the van? Yes No

A **raft** is in the van. Yes No

A **trashcan** is in the van. Yes No

Is a **bike** in the van? Yes No

A **whale** is in the van. Yes No

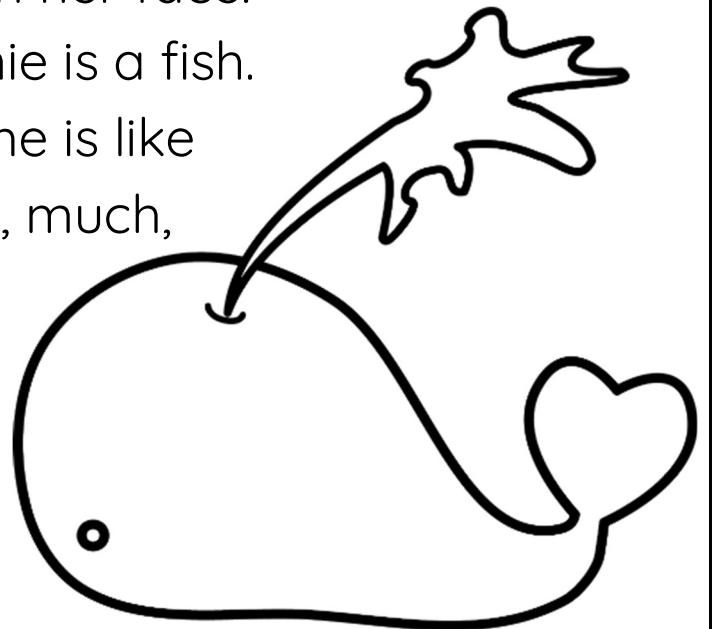
How many things are in the van? _____

Winnie the Whale

Winnie is a blue whale. She is huge. She can reach 90 feet. Winnie is the biggest animal ever.

Winnie likes to swim, jump, and splash. Her tail is as big as a ship's sail. Just the flip of her tail and big waves splash. Winnie does not have to take a bath.

She has a smile on her face. People think Winnie is a fish. She's not a fish. She is like you and me. Only, much, much, bigger.



Ben and Boots

Ben and his dog, Boots, will take a hike. Ben has had Boots since he was a pup. Ben made a lunch for them. They will hike to a cave.

Ben and Boots jog up a big hill. Ben sees a snake in the grass. Ben jumps on a rock. Boots barks at the snake and the snake is gone.

They go past a pond and come to a big lake. Ben and Boots have lunch by the lake. They see a frog jump into the lake. They see lots of fish.

Back on the path to the cave. Ben sees a fox and a bobcat. Wow! Ben hopes to find some gold in the cave.

At the cave, Ben and Boots go in. They see something. It's a bat, then lots of bats fly at them! Ben and Boots run fast from the bats. They get back on the path to go to home!

APPENDIX F

Repeated Reading

Identify Books

For parents, check with your child's teacher if you need help with the reading level of books (pre primer, primer etc.) Choose books from the library or bookstore that your child likes at that reading level.

PRE PRIMER

PRIMER

GRADE ONE

GRADE TWO

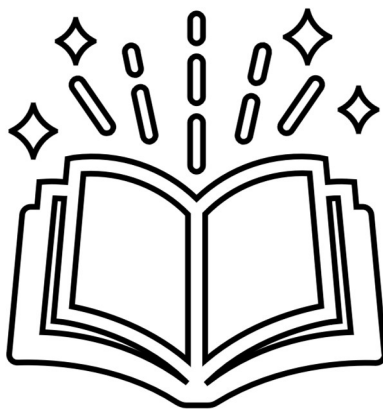
GRADE THREE

Repeated Reading

A Read-Aloud Reading Intervention

This read-aloud intervention increases phonological awareness in children with literacy difficulties and specific language impairment, as well as improve comprehension, vocabulary, and general language abilities.

The program is built on popular children’s books that are sequenced from easier to more difficult. For young readers, choose picture books with repeated phrases, repetition, and rhyme. Choose books that readers will want to read again and again. Leveled readers can also be used. Choose easy books to start.



The program has five steps:

Step 1 Introduce the Story.

With beginning-level reading books, go through pictures and discuss what the story might be about. Link stories to information the child knows. For example, if there is a picture of a park, ask, “Have you been to a park?” and “What kinds of things do you see in a park?” For older children, discuss pictures and chapter titles.

Step 2 Read Book or Book Part to the Child (Slow Pacing).

For short books, pre primer and primer, read the whole book.

For longer books, divide book into short parts (usually a paragraph).

For first reading, read at a slow pace, but not so slow as to lack expression.

Tracking

Child follows under each word with writing hand. This is tracking. Tracking helps to focus on each word.

To begin, sit next to the child, and help to follow the words.

Step 3 Read Book or Book Part to Child

(Regular Pacing).

For second reading, you read same text at a regular pace with expression. (Expression is important, as it crosses to the right hemisphere.

Child continues to track under the words as you read them.

Step 4 Child Reads Book Part with You.

At first, read slightly ahead. Child reads the words with you and tracks under words. Then the child reads with you. After practice, child reads alone and with expression. You read words that are difficult for the child and continue reading. Difficult words can be practiced before the next reading. (DO NOT STOP TO SOUND OUT WORDS.)

Limited Interruptions

Repeated reading of text is done with limited, or no, interruptions. Researchers have found that students with reading problems are more likely to be interrupted during reading and that the focus of the interruption is on sounding out words. The student begins to anticipate the interruption and reads each word waiting to be interrupted. Without realizing it, teachers are developing word-by-word readers instead of fluent readers. Studies show that engaging students in repeated reading of text with limited, if any, interruptions is particularly effective in encouraging more fluent reading with struggling readers.

Difficult Book Parts

For difficult parts of books or passages, read a phrase or sentence, and then have the child read right after you. Then read several sentences or more as child is able. For very difficult parts, read the part and have child read after you, but do not have child read alone. Use your judgment.

Step 5 Read with Expression.

In repeated reading, reading with expression provides students with a model of good reading. Expression is the ability to communicate thoughts and feelings. Reading with expression is a part of comprehension. Reading tends to be more left hemisphere associated and intonation righter hemisphere which helps children who have left hemisphere weaknesses. Reading aloud helps in remembering what we have read. Reading with expression also helps with timing in the brain.

The 5 Steps.

Step 1 Introduce the Story.

Step 2 Read Book or Book Part to Your Child (Slow Pacing).

Tracking

Step 3 Read Book or Book Part to Her (Regular Pacing with Expression).

Step 4 She Reads Book Part with You.

Limited Interruptions

Step 5 She Reads with Expression.

Phrase-Cued Reading

(OPTIONAL)

You can put slashes or small dots between the phrases in your child's book. Just read the book and see where you pause when you read. There is no right or wrong way to do this. Look at the example below.

Bears

Bears / are big animals./ They are
strong./ They have thick fur./

Some bears / sleep all winter./ They
get ready./ They eat a lot of food./

Bears • are big animals • They are
strong. • They have thick fur. •

Some bears • sleep all winter. • They
get ready. • They eat a lot of food. •

Success

With great success the reading method has been used with hundreds of the most difficult readers, young and older struggling readers, in schools and home schools.

A SAMPLE OF TESTIMONIALS

I can honestly say that as a principal of 17 years and as a former reading specialist, I have never before seen such positive results with so many children who have had severe reading problems. I participate in the program by having the children read their books to me when a book is completed. It is an absolute joy to listen to them read with fluency and understanding. One of the most important aspects of the program is the tremendous growth in self-esteem that these children exhibit. They suddenly feel competent, motivated and excited about reading... Next year, we plan to expand the program to focus on the specific needs of the bilingual students. I cannot say enough good things about this program.

M.B., School Principal

My son, a second-grade student, has all the earmarks of a child who was headed for real difficulty in reading. He consistently reverses *b* and *d*, he has great difficulty in memorizing isolated bits of information, and he has to work very hard to remain focused on a task to completion. He would far rather be climbing a tree or fixing his bike than reading. We saw him headed in the same direction as his father, who did not read at all until the end of fourth grade, worrying his own parents endlessly. The resource specialist placed him in this program in the middle of first grade. He is now reading close to grade level. His father and I are very pleased and relieved.

D.F Parent

The schools, teachers, and my husband and I had explored many avenues trying to help him learn to read - two years of a special reading program, being retained, rewards, hours of reading to him, private consulting, and counseling. But still his progress was minimal.... He tried very hard...but just could not grasp reading.... During the middle of 4th grade we consented to try a different approach.... At that point in time we felt we had nothing to lose as his progress had been minimal and we felt his self-esteem was becoming an issue.... Not only has he made tremendous gains reading, but his self-confidence has also developed greatly. We cannot recommend this program highly enough!

B.K. Parent

Before we knew what Jerry's problem was, he used to hate going to school.... His grades were way below average.... He wouldn't get along with anyone.... He felt negative about everything, even about himself. Then we found out he had a reading problem. Once he started in your program, we could see his reading skills picking up, his self-confidence and grades improved. He plays with other children now. This program does a lot more than just helping children learn to read.

Mrs.Y. Parent

APPENDIX G

Reading in Phrases

Reading in Phrases

Reading fluency involves learning to divide text into meaningful phrases. Reading in phrases is important because reading meaning is carried more by phrases than by individual words. When a book is read with expression and natural phrase pauses, readers are helped to read in meaningful phrases. With practice, this transfers to their other reading material.

-APPENDIX G-

READING IN PHRASES

(CHOOSE LESSONS TO PRACTICE.)

INSTRUCTIONS (For the next set of activities).

Your child begins by putting her finger under the dots for the phrases as she reads. Then after practice, she reads without pointing to the words.

METRONOME PRACTICE

Practice with the metronome to improve reading speed and comprehension. She should read each word or phrase to a beat, first aloud and then silently.

It's Fun, Song 4, Reading in Phrases 1

It's fun.

Oh, it's just fun.

To do the things that you can do.

It's fun.

Yes, it's just fun.

To do the things that you can do.

To do the things that you can do.

There are so many things

that you can do.

You can sit in the sun.

Run in the sand.

And play in the sand.

It's Fun, Song 4, Reading in Phrases 2

To jump on a rock

Stand on one hand.

And see where you land.

It's fun, oh, it's fun.

To do the things that you can do.

To laugh and to sing

And do happy things.

To see the sun set

Is the most fun yet.

It's fun, yes, it's just fun.

To do the things that you can do.

There are so many things
that you can do.

Friends, Song 5, Reading in Phrases 1

Friends, friends.

This is what good friends do.

Friends, friends,

This is what good friends do.

They meet at a lake.

Swim in a cove

Dive in a wave

And hike to a cave.

They sail in a boat.

Watch a balloon

Ride on a train

And run from the rain.

FRIENDS, Song 5, Reading in Phrases 2

Friends, friends,

This is what good friends do.

Friends, friends,

This is what good friends do.

They go to the park.

Eat some cake, tug on a rope,

And tell a cute joke.

They fly a kite, run a mile,

Win a prize and smile awhile.

Friends, friends,

That is what good friends do.

Friends, friends,

That is what good friends do.

COLORS, Song 7, Reading in Phrases

There's the color yellow.

The color green.

The color brown.

The color black.

And the color blue.

More Colors

Snow is white.

Leaves are green.

The sky is blue

My dress is yellow.

My coat is black.

My shoes are brown.

And my hat is blue.

Signs

Do not walk.

Do not cross.

Stop and go.

Look before you cross.

And please go slow.

Colors All Around, Song 8, Reading in Phrases

Colors, colors, all around
Oh, the colors to be found.

red, orange, yellow, black
brown, green, and blue
And, yes, purple is a color too.

Red and **g**reen for stop and go
How many colors do you know?

red, orange, yellow, black
brown, green, and blue
And, yes, purple is a color too.

Come on now, look around
Tell some colors you have found.

red, orange, yellow, black
brown, green, and blue
And, yes, purple is a color too.

BY THE BEACH, Song 10, Reading in Phrases

Oh, by the beach

Water all around.

Here's what I saw

Here's what I found.

A fish, a shell

A boat with a sail

A ship, a chest

A big gray whale.

Oh, this and that

Where and when

Thick and thin

Here we go again...

WHAT WOULD WE DO? Song 11, Reading in Phrases

If, ice cream was free
There were steps to the sky
Lemons were sweet
And a hat could fly.

There were no clocks
The wind didn't blow
Every game had a prize
And snails were not slow.

All balloons were green
We could play in the rain
Tops didn't spin
A window had no pane.

Giants were small
Roads were made of glue
Each frog had a dress
And brown bears were blue.

What would we do?
Oh, what would we do?

IT'S A FACT, Song 12, Reading in Phrases

Oh, it's a fact
You should know
A fox runs fast
The turtle is slow.

Morning lasts 'til noon
An elf is small
Summer comes first, then fall.

Oh, it's a fact, you should know
A fox runs fast, the turtle is slow.

Sheep have soft coats
Peanuts grow in the ground
Bee's wings make a buzzing sound.

A tree is a plant
A lamp gives light
The sun goes away at night.

We find corn in a husk
And a whale in the sea
A branch is part of a tree.

A small lake is a pond.
Ice melts in the sun
A hot dog goes in a bun.

FUN AT THE ZOO, Song 14, Reading in Phrases

I had fun at the zoo. Did you?

I had fun at the zoo. Did you?

I had fun at the zoo.

Well, I saw an elephant. Did you?

I saw two elephants. Where were you?

I saw a turtle. Did you?

I saw three turtles. So, where were you?

I saw a bear. Did you?

I saw four bears. Where were you?

I saw a fox. Did you?

I saw five foxes. Oh, where were you?

I saw more animals than you.

Yes, I saw more animals than you.

I saw more animals than you.

I had a box of popcorn. Did you?

I had two boxes of popcorn.

Why didn't you?

I got a balloon. And you?

Me? Well, I had two.

I think I had more fun at the zoo than you.

ANIMALS, Song 15, Reading in Phrases

How many animals
Could there be?
So many animals
For us to see.

There are rabbits, foxes, horses too,
Goats and turtles,
Just to name a few.

How many animals
Could there be?
So many animals
For us to see.

There are bears, birds, kittens too.
Cows and chickens,
Just to name a few.

Oh, cats, dogs, mice, and bats
Oh, yes, and even rats.

How many animals
Could there be?
So many animals
For us to see.

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A substantial body of research has explored the possible role of rhythmic skills in addition to well-established predictors of early literacy, such as short-term verbal memory (Peng et al., 2018), rapid automatized naming (RAN; Kirby et al., 2003) and phonological awareness (Goswami, 2018). Rhythmical skills have been associated with language and literacy investigating individuals with typical (David et al., 2007; Gordon et al., 2015; Bonacina et al., 2018; Politimou et al., 2019) and atypical language development, specifically developmental dyslexia (Flaugnacco et al., 2014; Woodruff Carr et al., 2014; Flaugnacco et al., 2015; Colling et al., 2017) and specific language impairment (Alcock et al., 2000; Corriveau and Goswami, 2009; Cumming et al., 2015).