

The Sounds of Reading Success

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Kinesthetics (movement) helps the brain to understand concepts.
Getting children to move for Numbers and Letters helps pre-writing skills.

Show Me How You Move to "A" (Show Me How You Move to the Letters)

- *Move to each word that begins with "A"
- *Increases vocabulary along with cognition/comprehension



Move. Then. Stay Still (Singing in a Different Key)

- *Children cannot sit and read until they can control their bodies
- *Creates basic understanding of movement vs stillness

The #1 indicator someone will be successful is good communication skills.

The steps to get there are:

A. Talking - Listening

1. Learn phonemes - sounds - animal sounds - play with sounds
2. Learn words - associate words with pictures / people
3. Tell a story
4. Can wait turn to talk; knows when to listen
5. Ability to listen affects intellectually, emotionally and socially
6. Silence is an important part of auditory discrimination

B. Reading

1. Has books around - is read to
2. Begins to associate pictures w/things - environmental print
3. Knows words in favorite books
4. Three levels
 - a. Reading readiness - shows a desire
 - b. Emergent reader - can put short sentences together (**K is here!**)
 - c. Reading - can cross midsection to read several sentences

C. Writing

1. Can write on paper and stay in lines
2. Playing with letters - songs like "Apples & Bananas", rhyming songs
3. Starts to put sentences together
4. Has understanding of where words belong
 - a. Letter
 - b. Envelope
 - c. Shopping lists

Today is Monday (WMBF)

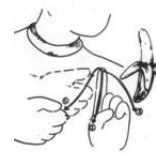
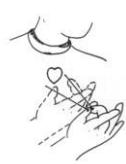
Use of Traditional song to teach:

1. Days of the Week;
2. Signs for days of the week;
3. Various cultures that make up US; and
4. Regions of the US



Each day is represented by taking the letter hand of the beginning letter and moving it in a circle, in front of the right side of your body (palm facing in). Thursday is a "T" into an "H". Sunday is the "5" hands on both sides of shoulders moving outward two times.

Apples & Bananas (WMBF) Song has been recorded by many people, but you don't need a CD to do it!!! Can fast forward past talk about vowels at this age.



I

Point to self

like

eat

apple

banana

Release of emotion through vowel sounds frees the limbic brain to focus.

Chris Brewer/Campbell - Rhythms of Learning

Get Up On Your Feet (Start Each Day with a Song)

- *Ch ch sound activates all the muscles in the mouth.
- *T T is a fast, explosive consonant, working on moving the tongue quickly.
- *Lu uses difficult "L" sound. Slow it down, children can feel what's happening.
- *Talk them through.
- "My tongue starts at the roof of my mouth and slides down behind my teeth until it gets to the bottom".
- *Phrase things positively. Children learn language by modeling our speech as well.
- *If you see a child poking, say "Remember to keep your poking fingers in the air."

Little Peter Rabbit (Hear Me Sing)

- *Learning when to listen / when to speak
 - *Song repeats, leave out a word, put in a motion.
 - *Helps to develop inner voice (ability to think before speaking)
- Little Peter Rabbit had a fly upon his nose (3x)
He flipped it and he flopped it and it flew away
Hurray. Hurray for Peter Rabbit (3x)
He flipped it and he flopped it and it flew away

So, when do we teach reading?

0 - 8 years of age:

- * Frontal lobe is dominant - mostly emotions
- Motivation to behave developed in first 3 yrs-
- creation of dopamine -reward center
- Frontal lobe - stimulated through
 1. touch
 2. positive verbal reinforcement
- Learning is all through emotion - (me-focused) Reading should NOT be taught here!

6 - 8 years of age: (keep in mind, some children arrive at 4 and others not until 10)

- starting to refine what has been learned; (This is the data collector)
- time to teach reading and other 'codework' activities;
- Reading taught before this time is taught to the emotional brain. The brain must go and find it and 'reprogram' it to learn it in the logical part of the brain;
- Eye muscles are not strong enough for 'reading'.



- *Visual apparatus is usually last neural mechanism to be myelinated (coating of nerve fibers). Immature child may not have undergone this process by six. Reading is a highly complex neurological process. 22% of children are below average IQ but higher than retarded. They are expected to compete with 'normal' and 'bright' children without any special consideration. Music & movement activities help strengthen vestibular system.*

Reading readiness is not reading. It is teaching skills to be ready to read.

"Postponing codework until age 8 will insure that most children have the neurologic capability to grasp the reasoning behind symbol systems. The emphasis on early acquisition of reading, writing, math and other symbol systems may actually cause children to develop awkward and inappropriate methods of understandingencourages meaningless memorization of facts....may force code skills to be developed in the rear associative areas, which is not as beneficial to future cognitive developments as involving the frontal lobe structures in the process."

"Children can benefit from active play with code systems between the ages of six and eight."

Rhythms of Learning
Chris Brewer/Don Campbell

Signs child is ready to read:

- Can do cross lateral movement
- Can stand on one foot

11 through teen years:

- Brain is myelinating to the front - logic with emotion - mouthy teens!
- Self-assessment
- Peers very important
- Application of knowledge



BRAIN FACT The ability to follow a melody is related to phonemic awareness. Anvari, Trainor, Woodside, Levy 2002

Mr. Froggy (Bk + 4) Use of any puppet is helpful in getting children to speak out

Mr. Froggy came out one day. Said "Hi Miss Mar. Would you like to play?"

Miss Mar. said "Hi, frog. How do you do? Yes. I'd like to play with you."

If class is small enough, sit in a circle. You hold the frog (or any puppet) first and everyone sings first line to the child to your right. Just that child sings back and everyone says "Yay!". The frog is then passed to that person who turns to the person to their right. The song continues around the circle.

- *Personality is developed by age 8
- *Children need opportunities before 8 to build confidence
- *Letting children be leaders is important
- *Singing out in a safe environment builds confidence
- *Vowel Sounds
- *Release of endorphins - importance of laughter
- *Can use various languages

ABCs Rap (Songs I Hadn't Sung Yet)

- *Fun rap to say ABCs - review (not all children know the alphabet!!!)
- *Rhythm helps in memorization - sequencing

While Eating Lasagna (Hear Me Sing)

- *Find steady beat - for reading proficiency
- *Repeating
- *Use of motions with words
- *Tall tale

Shake it! Shake it! (Start the Music)

- *Body control and awareness
- *Stimulate vestibular system

ZYXs (Hear Me Sing)

- *Step dancing is fun - no right way - just move
- *Sequencing backwards

Drawing in the Air (Singing in a Different Key)

- *Use of big motion in the air before putting it on paper (Gross Motor vs Fine Motor)

Before children can COMMUNICATE effectively, they need to interact with others.



Touch must be Important...

Will You Hug Me? (unFROGettable)

- *Proper touch
- *Positional words

Send children to First grade feeling - CONFIDENT, COMPETENT & CAP

Literacy Awareness- encompasses words for everyday life

Calendar Polka (Start Each Day)

- *practice months of the year with a Polka!

Twelve Months of the Year (Hear Me Sing)

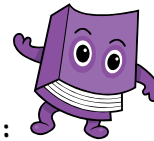
- *puts to familiar tune (12 Days of Christmas)
- *Retain and retrieve; scaffolding

Do You Know Your Community Helpers? (Singing in a Different Key)

- *Who are our helpers? What do they do?

Going On A Shape Hunt (Mr. Froggy's Friends' ABCs)

- *Look around room for shapes in real objects
- *Drawing shape with sound involves more regions of brain



The Wonderful Addition of Music to Reading / Books:

- *Enhances learning because it uses both sides of the brain.
- *Use of drama has impact on retention even into next activity.
- *Children who participate in chorus groups increase their reading scores
- *Meets State Standard requirements - storytelling

The Wheels on the Bus (Music Makes Me Wanna Move)

- *Adding movement to words enhances comprehension
- *Movement builds muscle tone for ability to sit still and listen
- *Book is fun
- *Pictures tell a separate story; teaches to look more deeply



BRAIN FACT Being able to keep a steady beat for 1 to 2 minutes is directly related to reading proficiency. Weikert, '95

Babies should be able to keep a steady beat for 2 - 3 mins by the age of 3!!

Children should enter Kindergarten with this skill in place



BRAIN FACT Music neuroscience research indicates that steady beat does affect attention behaviors in humans. Bengtsson et al 08

Cookie Mouth Sounds (Singing in a Different Key)



- *The six basic mouth sounds
- *Use visuals
- *Can make cookies and with "When the Doorbell Rang" by Pat Hutchins

Stop Sounds (Start the Music)

- *Uses 8 stop sounds
- *Practices sound and simple sentences

Wide-mouthed Bullfrog (WMBF)

book by Keith Faulkner

- *Children love this story. If you don't have book, use pictures or puppets.
- *Stay in one place or you become a moving target that is hard to follow.
- *For mouse, "Eek". High pitch sounds energize the brain.
- *For 'hop, hop, hopped', slap thigh 3 times. Activates vestibular system
- *Open and close book for gator page to show jaws moving. .
- *Keep finger inserted for easy movement back and forth.
- *When finished, open last page. Everyone throws up their arms and yell "Splash!"

I Have a Cat (WMBF)

Traditional

Classical version by Aaron Copland. Have children compare



Cat



Dog



Duck



Bear



Rooster



Spouse



Children



Sing

Snap open & close
Slap leg 2 fingers in
front of Mouth

hold thumb to forehead
man hand to marriage
wife = woman

Can use signs for each animal. (Reference CD for signing "Singing and Signing Animals")

I have a cat. My cat pleased me. I fed my cat under yonder tree.

My cat says "Fiddle eye fee."

I have a dog. My dog pleased me. My dog says "Ow OOOO"

I have a duck. My duck pleased me. I dance with me duck under yonder tree.

My duck goes, "Waddle Waddle"

I have bear. My bear pleased me. My bear plays guitar under yonder tree.

My bear goes, "Strum, strum"

I have a spouse. My spouse says "Honey, Honey"

My children play Rock and Roll

I have friends. My friends please. When we sing together we make harmony!

The Unicorn (Shel Silverstein) Irish Rovers / Music with Mar. - Songs I Hadn't Sung yet

- *The song is about Noah's Ark. If there is a problem with that in your school, don't use it
- *Shel Silverstein used it as a tall tale for an interactive song
- *Each animal has a motion; A GREAT sing-a-long



BRAIN FACT A study at the Univ of CA in 2012 showed that a mindful curriculum produced statistically significant improvements in paying attention and participation in class activities versus instruction for students.

Boom Boom Beat (My Mindful Music)

- *Children must take breaks to relax their mind
- *Pay attention to words and use the corresponding body parts
- *Totally relax

LIST OF RELATED CITATIONS
"Sounds of Reading Success"
Presented by Staff Developmental for Educators (SDE)

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