

Shake, Rattle n' Read

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We've worked hard in trying to provide you with a collection of songs with good rhythms and cool beats that focus on the most important research based strategies that help children become successful readers. Use the songs to allow children to have fun with music and movement as they learn and practice these important skills. Phonemic awareness can empower and build self-esteem in children because it gives them lots of skills to figure things out on their own. It takes time and practice. Have fun using the music. If learning is fun, it's easier to learn!

1. The Gingerbread Man

Focus: Retelling and literature appreciation

Activity – Help children draw, color and cut out their own gingerbread man. They can retell and act out the story, and sing the chorus all together. Also, children can say the same line with different characters.
("Gingerbread man, stop, you look so good, we want to eat you up!")

Once upon a time there was a Gingerbread Man and his story goes like this;
One day a little old man and a little old lady made a Gingerbread Man together.
Soon they opened the oven door
Pop! Out ran the Gingerbread Man
And the little old lady said, "Gingerbread Man, stop, you look so good, we want to eat you up!"

Chorus: Run, run as fast as you can
You can't catch me
I'm the Gingerbread Man

(Repeat Chorus)

Soon the Gingerbread Man was skipping through the woods,
Skip, skip, skip to my Lou
Skip, skip, skip to my Lou
And he met a cow
And the cow went, "Gingerbread Man, stop, you look so good, I want to eat you up!"

(Repeat Chorus 2x)

Farther down the country road, the Gingerbread Man was hopping along
Hop, hop, hop, hop, hop
Hop, hop, hop
And he met a horse
And the horse went, "Gingerbread Man, stop, you look so good, I want to eat you up!"

(Repeat Chorus 2x)

At last the Gingerbread Man met a fox,
A sly, old fox, grinning and licking his lips
And the fox said; "Hey little gingerbread dude, stop, I want to talk you."
The Gingerbread Man kept running and the fox chased after him "Oh no, a river"
The Gingerbread Man didn't know what to do
"Hey, little dude, I'll help you, just jump on my tail. I'll take you across the river, no problemo."
Swim, swim, swim I love to swim
"But dude, for the most awesome ride jump on my nose. That's it, Gingerbread Man. That's just right!"
That sly, old fox got to the other side of the river and tossed the little Gingerbread Man in the air
Snip, snap!

(Repeat Chorus 2x)

2. Ready to Read

Focus: Motivation to read and left to right progression

Activity – Follow action words and move along. On the line, “beat by beat”, move both hands over your heart beating. On the line, “left to right”, move hands together left to right.

I feel it in my hands; shake, shake, shake
I feel it in my hips; swing and sway
I feel it in my heart; beat by beat
I feel it in me; I'm ready to read

Chorus: I'm ready to read, in my mind
I'm ready to read, reach up high
I'm ready to read with my eyes
I'm ready to read, left to right

I feel it in my knees; tap, tap, tap
I feel it in my shoulders; pat, pat, pat
I feel it in my heart; beat by beat
I feel it in me; I'm ready to read

(Repeat Chorus)

I'm ready to read; I'm ready to read
Ready to read

3. ABC Disco

Focus: Letter recognition (Notice how we clearly separate L-M-N-O-P)

Activity – As children sing along, I show them how to dance and move to the disco beat. One arm and pointer finger points up to high corner then crosses your body to opposite lower corner. Slide hips side to side. Another disco move is to put hands in fists and roll them over and over as you wiggle and shake your body down low and then up (repeat). Learn some new disco dance moves and share with children.

Let's Disco, ABC Disco
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
I can sing my ABC's, lots of fun for you and me

(Repeat)

4. Learning Letter Sounds

Focus: Letter sound recognition

Activity – Children can sing along and follow movements. Pass out letter sound chart or enlarge individual letters so children can follow, identify or color.

5. Vowel Sound Samba

Focus: Vowel sound recognition

Activity – This easy to sing melody can help children remember the vowels in the alphabet. I sing the short and long sounds clearly with examples. Help children learn and practice these sounds. These are one of the most important tools they need to become good readers.

Chorus: A, E, I, O, U – A, E, I, O, U – A, E, I, O, U
These are the vowels of the alphabet
A, E, I, O, U – A, E, I, O, U – A, E, I, O, U
These are the vowels of the alphabet
Tap your knees, pat your head

A is a vowel and it has two sounds
One says its own name a, a, acorn
The other one says a, a, apple
E is a vowel and it has two sounds
One says its own name e, e, eagle
The other one says e, e, eggs
I is a vowel and it has two sounds
One says its own name i, i, ice
The other one says i, i, insect
O is a vowel and it has two sounds
One says its own name o, o, oval
The other one says o, o, octopus
U is a vowel and it has two sounds
One says its own name u, u, ukulele
The other one says u, u, umbrella

(Repeat Chorus)

6. WORDS

Focus: Word awareness and identification

Activity – Children can follow the children singing and cheering. Help them explore all the different places you can find and see words. Also, assist children in understanding what makes a word and what words do.

Everybody stand!

Chorus: Give a cheer; there are words everywhere!

Give me a W – w

O – o

R – r

D – d

S – s

What does it spell – WORDS

What does it spell – WORDS

Words are made of letters
Words they make sentences
Words all over town
Point to a word right now
Words they have meanings
Words tell how we're feeling
Words are all around
Point to a word right now
They're on cereals that I eat
They're on signs on the street
They're on tee shirts that I wear
They're in schools everywhere
Everybody!

(Repeat Chorus)

7. The Word Game

Focus: Word awareness and identification

Activity – Guide children to understand that words have meaning and that they have their own family of letters. Everyone can give their choice whether it's a work or not with a thumbs up or thumbs down. If children choose wrong, assist them in understanding why. Have fun with the Word Game.

The word game, the work game
 I'll name some letters; then say how they sound
 If it's a work, thumbs up
 If it's not, thumbs down
 B – u – g, says bug
 Thumbs up or thumbs down
 G – u – g, says gug
 Thumbs up or thumbs down
 I – s – h, says ish
 Thumbs up or thumbs down
 F – i – s – h, says fish
 Thumbs up or thumbs down
 The word game, oh yeah, the word game
 I'll name some letter; then say how they sound
 If it's a work, thumbs up
 If it's not, thumbs down
 Words have their own family of letters
 That stay the same and make sense together
 I'll name some letters, then say how they sound
 If it's a work, thumbs up
 If it's not, thumbs down
 B – o – o – k, says book
 Thumbs up or thumbs down
 Z – o – o – k, says zook
 Thumbs up or thumbs down
 J – e – l – l – y, says jelly
 Thumbs up or thumbs down
 L – e – l – l – y, says lelly
 Thumbs up or thumbs down
 The work game, oh yeah, the word game

8. The Word Game 2

Activity – Teachers, parents or children can make up any word or silly non-word and give it thumbs up or down.

9. That's the Way We Read

Focus: Print awareness and left to right progression

Activity – Children can follow the movements – left to right with their hands and then their whole bodies. Have fun moving – then follow up with a big book and showing them – That's the Way We Read

Hey kids, follow me
Move your hands the way that we read
Left to right then sweep back and down
Left to right then sweep back and down
That's the way we read

Rhymes and books and magazines
Move your body the way that we read
Left to right then sweep back and down
Left to right then sweep back and down
Left to right then sweep back and down
That's the way we read

All together
Left to right then sweep back and down
Left to right then sweep back and down
Left to right then sweep back and down
That's the way we read
That's the way we read

10. What Word Makes Sense

Focus: Rhyming awareness, learning to match words with story

Activity – Have fun singing this cute country song and children can fill in the blanks. Help them understand how knowing rhyming words and following the story can make it easier to figure out new words. Ask questions like what's the story about, what do the pictures show, do any words rhyme. You could even get some country props (i.e., straw hat, overalls, pictures or books of farm animals) and make your own book!

Chorus: Everybody sing a little country song
All about the animals on the farm
When I leave out a work, just do your best
And sing out loud what work makes sense

There's a pig whose name is Bud
He roll and plays right in the _____
There's a cow whose name is Sue
She eats the grass and then says _____
There's a horse that loves to play
Thin in the barn she eats her _____
There's some ducks out in the back
They waddle to me and then say _____

(Repeat Chorus)

I see a bunny whose ears just flop
He eats carrots and loves to _____
I see a little skunk run quick as a wink
Just hold your nose sometimes
I see a dog drink from a pail
When he's real happy he wags his _____
The sheep are now so big and full
That Farmer John can shear their _____

(Repeat Chorus)

11. All Together 1

Focus: Playing with sounds (phonemic awareness)

Activity – Everyone can sing along and follow the children on version 1. Develop their awareness of how different beginning sounds change the words. Practice letter sounds with Learning Letter Sounds to develop awareness of the sounds different letters make.

Chorus: All together we sing a song
All together as friends
All together we sing a song
And change how we begin

Fee, fi, fiddlie I oh
Fee, fi, fieelie I oh
Fee, fi, fiddlie I oh
Now change the "f" to "d"
Go!

Dee, di, diddlie I oh
Dee, di, diddlie I oh
Dee, di, diddlie I oh
Now change the "d" to "z"
Go!

Zee, zi, ziddlie I oh
Zee, zi, ziddlie I oh
Zee, zi, ziddlie I oh
Now let's all sing along
Go!

(Repeat chorus)

Let's try "s"
See, si, siddlie I oh
See, si, siddlie I oh
See, si, siddlie I oh
Now change the "k" to "t"
Go!

Kee, ki, kiddlie I oh
Kee, ki, kiddlie I oh
Kee, ki, kiddlie I oh
Now change the "k" to "t"
Go!

Tee, ti tiddlie I oh
Tee, ti tiddlie I oh
Tee, ti tiddlie I oh
Now let's all sing along
Go!

(Repeat Chorus)

Yeah!

12. All Together 2

Follow children with the first two sounds fee fi and dee di. Then have children put in their own letters and sounds and figure out how the song is changing (i.e. ree ri, wee wi, bee bi). Have fun playing with sounds!

13. Special Soup

Focus: Letter sound and beginning sound recognition

Activity – Make a pot of yucky Special Soup with foods starting with any letter. The song has groups of four foods with leach letter. We show you how to do it and you create more groups of foods and sing along. Everyone makes a big YUCK at the end of each part.

Chorus: I'm mixing up a pot of special soup
Ooey, gooey very special soup
I'm mixing up a pot of special soup
Making it just for you

Let's put in foods that start with "p"
The letter "p" like
Pizza, stir it, stir it up
Popcorn, stir it up, stir it up
Peanut butter, stir it up, stir it up
Pickles, stir it up, stir it up
Stir, stir it up
Yuck!

Let's put in foods that start with "s"
The letter "s' like
Steak, mix it up, mix it up
Sardines, mix it up, mix it up
Spaghetti, mix it up, mix it up
Mix, mix it up
Yuck!

(Repeat Chorus)

Let's put in foods that start with "____"
The letter "____" stir it up, stir it up
____, stir it up, stir it up
____, stir it up, stir it up
____, stir it up, stir it up
____, stir it up, stir it up
Stir, stir it up
Yuck!

Let's put in foods that start with "____"
The letter "____" like
____, mix it up, mix it up
____, mix it up, mix it up
____, mix it up, mix it up
____, mix it up, mix it up
Mix, mix it up
Yuck!

(Repeat Chorus)

14. Rhyme & Move

Focus: Identify rhyming and non-rhyming words, rhyming awareness

Activity – Sing along with the chorus then follow the suggested movements, clap, clap when the words rhyme, and shake, shake your body “no” when the words don’t rhyme. Everyone will be moving, dancing and thinking! Have fun!

Chorus: Rhyme and move, listen carefully
Rhyme and move, right to the beat
Clap, clap your hands when I say words that rhyme
Clap, clap when I say words that rhyme
Shake, shake no when the words don’t rhyme
Shake, shake when the words don’t rhyme

Hand, stand
Tree, knee
Tree, swing
Sun, run
Walk, talk
Run, slide
Pig, dig

(Repeat Chorus)

Go, slow
Fly, cry
Car, truck
Jelly, smelly
Rhyme, rainbow
Rhyme, dime
Hat, bug

(Repeat Chorus)

15. Rhyme & Move 2

Now, you can make up your own words that rhyme and that don’t. Then dance and move to the song. There are sets of seven; follow the same design as version 1.

16. Down By the Bay

Focus: Rhyming awareness

Activity – Children can follow along with children on the recoding, they can make up their own silly rhymes for the last four parts (i.e. Did you ever see “a cake sit on a lake”, “see a spider drink apple cider”). Enhance creative writing with this fun song.

Down by the bay, where the watermelons grow
Back to my home I dare not go
For if I do, my mother would say
Did you ever see a pig dancing the jig
Down by the bay

Down by the bay, where the watermelons grow
Back to my home, I dare not go
For if I do, my mother would say
Did you ever see ants put on their pants
Down by the bay

Down by the bay, where the watermelons grow
Back to my home, I dare not go
For if I do, my mother would say
Did you ever see a beagle fly like an eagle
Down by the bay

Now you sing your own silly rhyme
Have fun!

Down by the bay, where the watermelons grow
Back to my home, I dare not go
For if I do, my mother would say
Did you ever see _____
Down by the bay

Down by the bay, where the watermelons grow
Back to my home, I dare not go
For if I do, my mother would say
Did you ever see _____
Down by the bay

Down by the bay, where the watermelons grow
Back to my home, I dare not go
For if I do, my mother would say
Did you ever see _____
Down by the bay
Down by the bay

17. Keep on Reading

Focus: Literature awareness and appreciation

Activity – Sing along and add movements one by one until your whole body is moving. Start with one arm then another, and then add movements. Follow up with reading the stories to children to enhance literature appreciation.

If there's a Cal in the Hat, and you know that
Wave one arm, wave one arm
If the Gingerbread Man runs as fast as he can
Wave both arms, wave both arms
If Brown Bear, Brown Bear see colors everywhere
Swing your hips, swing your hips
If Sam I Am had green eggs and ham
Shake your head, shake your head

Chorus: Keep it going, never stop
Always give it all you've got!
Keep it going, never stop
Keep on reading to the top

If Three Little Kittens went to look for their mittens
Twist one leg, twist one leg
If Chicken Little ran around and said the sky is falling down
Twist both legs, twist both legs
If the third little pig made his house out of bricks
Dance down low, dance up high
And if Cinderella is dressed in yellow
Sing with me, sing with me

(Repeat Chorus)

Keep on reading, never stop

18. Reggae Rhyme 1

Focus: Rhyming awareness

Activity – Follow the example of the children on the song and then have our children think of their own rhyming words. Everyone can sing the chorus which explains what rhyming is in a very simple way.

Chorus: Let's all Reggae Rhyme
Think of words in your mind
Different sounds as they begin
But sound the same at the end

Tell me some words that rhyme with cat
Mat, sat, that
Rat, pat, hat, fat splat!

(Repeat Chorus)

Tell me some words that rhyme with man

(Repeat Chorus)

19. Reggae Rhyme 2

Activity – The leader can suggest many different words and then the children can think of rhyming words. Everyone can take turns and work together, mon!

20. Tongue Twisters

Focus: Alliterations develop awareness of beginning sounds

Activity – Children can follow children on the recording and have fun acting out some of the movement; pig rolls and plays, lizard leaps, snails slide, worm wiggles, caterpillar crawls, diving dolphin. Ask the children; what's the same in most of the sentences of words (i.e. pink, pig, plays, pen; they all start with the letter p).

Chorus: Clap your hands to the beat
Sing these tongue twisters with me

Pink pig plays in his pen, pink pig plays in his pen
Plays, plays in his pen; plays, plays in his pen
Little lizard leaps by the lake, little lizard leaps by the lake
Leaps, leaps by the lake; leaps, leaps by the lake
Slithery snails slide so slow, slithery snails slide so slow
Slide, slide, slide so slow; slide, slide slide so slow

(Repeat Chorus)

Wiggly worm wiggles in the water, wiggly worm wiggles in the water
Wiggles, wiggles, wiggles in the water; wiggles, wiggles, wiggles in the water
Creeping caterpillar crawls by the creek, creeping caterpillar crawls by the creek
Crawls, crawls by the creek; crawls, crawls by the creek
Diving dolphin dives so deep, diving dolphin dives so deep
Dives, dives, dives so deep; dives, dives, dives so deep

(Repeat Chorus)

21. I'm a Word Detective

Focus: Reading strategies

Activity – Children can act out searching all around like a detective for clues to figure out new words. You may want to use some props (i.e. construction paper magnifying glass). Place different words or parts of words around the room for them to find.

Chorus: I'm a word detective
I search all around
I try to find some clues
So I can figure words out
I'm a w-w-w-w-w-word detective

Here's what I do to figure out a new word
I take a picture walk
And figure out what the pictures show
Then I think what word makes sense
And is it like a word I already know

(Repeat Chorus)

Here's some other things I do to figure out a new word
I skip over the word I don't know
Read the whole sentence, then go back
Then I get my mouth ready to say the first sound of the word
It helps me get on track

(Repeat Chorus)

And you can be one too!

22. Count the Sounds 1

Focus: Counting phonemes, segmenting sounds

Activity – Place our words, big and clearly, for children to see. Count the sounds along with the song. Point to each sound as we segment each word into its sounds. This skill can really help children figure out new words and strengthen their reading.

Chorus: Use your fingers, one by one

Everybody let's have some fun

I'll say a word, then sound it out

You count the sounds, right out loud

Count the sounds in the word sun

S-u-n, s-u-n

There are 3 sounds in the word sun

Count the sounds in the word frog

F-r-o-g, f-r-o-g

There are 4 sounds in the word frog

Count the sounds in the word pig

P-i-g, p-i-g

There are 3 sounds in the word pig

(Repeat Chorus)

Count the sounds in the word stop

S-t-o-p, s-t-o-p

There are ___ sounds in the word stop

Count the sounds in the word rug

R-u-g, r-u-g

There are ___ sounds in the word rug

Count the sounds in the word bed

B-e-d, b-e-d

There are ___ sounds in the word bed

(Repeat Chorus)

You count the sounds right out loud!

You count the sounds right out loud!

23. Count the Sounds 2

Now, you use any word and sound it out (break-up the word into its different sounds). We suggest no more than four separate sounds. This activity can really increase your child's ability to listen to the sounds that make up a word.

24. Do the Wordstretch 1

Focus: Segmenting and blending

Activity – Children can follow the way we're saying and stretching the words. This helps them clearly hear and accentuate the different sounds that make up the word. Then, they snap the word back together again. Try using some kind of stretchable elastic fabric or band so the children stretch them and snap them back along with the song. Or, just have them stretch their arms out and out and then snap them back.

Chorus: You can do it, I can do it
We can have some fun
Do, do the wordstretch
Come on, everyone
Stretching words is fun!

Now stretch the word bus
b-u-s, b-u-s
Now snap it back, bus
Now stretch the word mouse
m-ou-se, m-ou-se
Now snap it back, mouse
Now stretch the word cake
c-a-ke, c-a-ke
Now snap it back, cake, yeah

(Chorus)

Now stretch the word ant
a-n-t, a-n-t
Now snap it back, ant
Now stretch the word kite
k-i-te, k-i-te
Now snap it back, kite

Now stretch the word sheep
Sh-ee-p, sh-ee-p
Now snap it back, sheep, yeah
You did it!

(Repeat Chorus)

25. Do the Wordstretch 2

Use any word you want and follow the same way as version

26. What's That Sound 1

Focus: Identifying beginning sounds

Activity – Children sing along with the chorus then fill in the blank that identifies the beginning sound. Help them correctly say and learn the beginning sounds. This skill can help children get a good start figuring out words.

Chorus: What's that sound, what's that sound
What's that sound that starts these words

Tiger, television, tickle
Tiger, television, tickle
It's "t" that starts these words
It's "t" that starts these words

What's that sound that starts these words
Different, dentist, daisy
Different, dentist, daisy
It's "d" that starts these words
It's "d" that starts these words

(Repeat Chorus)

Goose, gas, gift
Goose, gas, gift
It's ___ that starts these words
It's ___ that starts these words

What's that sound that starts these words
Baby, balloon, baseball
Baby, balloon, baseball
It's ___ that starts these words
It's ___ that starts these words

(Repeat Chorus)

27. What's That Sound 2

Use any words you want. You can put in six different words that start with the same sound.

28. I Can Make New Words 1

Focus: Identifying and using word families

Activity – Follow the children on the song and then have your children figure out the words in the (ug) family. Placing words on a chart for a visual can help. Once they know the word family and the beginning sound they figure out lots of words!

Chorus: I can make new words
Watch and see
I can make new words
Come on, join me
I can make new words
One, two, three
I can make a word family

Take a word like tan
T-an, t-an is tan
Change the "t" to a "c"
And you've got can
Good! Can
Change the "c" to a "f"
And you've got fan
All right! Fan
Change the "f" to a "r"
And you've got ran
Great! Ran

(Repeat Chorus)

Take a word like bug
B-ug, b-ug is bug
Change the "b" to a "h"
And you've got ____
Good! Hug
Change the "h" to a "m"
And you've go ____
All right! Mug
Change the "m" to a "j"
And you've got ____
Great! Jug

(Repeat Chorus)

29. I Can Make New Words 2

Use any words you want and follow the same way as in version 1. There are lots of word families (i.e. ack, ap, et, ig, ing, un)

30. Family of Words 1

Focus: Identifying and using word families

Activity – This is another word family development song. This one puts the beginning sound and the word family sound close so children can really hear them together. Follow how children do the first one. A word family chart would be a very helpful visual aid.

Chorus: Hey, look we're a family
We work as a family
Hey, look we're a family
A family of words you see

Let's meet the "at" family
Words that end with "at"
We'll give you the beginning sound
Then put them together with "at"
What word does it make
What word does it make
b – "at" - bat
(Children respond)
What word does it make
What word does it make
c – "at" - ____
What word does it make
What word does it make
h – "at" - ____
What word does it make
What word does it make
m – "at" - ____
What word does it make
What word does it make
p – "at" - ____
What word does it make
What word does it make
r – "at" - ____
What word does it make
What word does it make
s – "at" - ____

(Repeat Chorus)

Let's meet the "ug" family
Words that end with "ug"
We'll give you the beginning sound
Then put them together with "ug"
What word does it make
What word does it make
b – "ug" – bug
What word does it make
What word does it make
d – "ug" - ____
What word does it make
What word does it make
h – "ug" - ____
What word does it make
What word does it make
j – "ug" - ____
What word does it make
What word does it make
m – "ug" - ____
What word does it make
What word does it make
r – "ug" - ____
What word does it make
What word does it make
t – "ug" - ____

(Repeat Chorus)

31. Family of Words 2

Use any word family you want to follow the same way as in version 1.