

Shake, Rattle n' Read

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From the Author, Jack Hartmann:

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

Teaching focus ? *Retelling, Literature Appreciation*

Help children draw, color and cut out their own Gingerbread Man.

They can retell and act out the story, and sing chorus all together.

Also, children can say the same line with the different characters ("Gingerbread man, stop, you look so good, we want to eat you up!").

Once a 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 Ginge rbread 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 w ant to eat you up! "

Repeat C horus 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 with 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 you know my friend, you are too heavy for my tail
Jump on my back it's a cooler ride.
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

Teaching focus ? *Motivation to Read & Left to Right*

Progression

Follow action words and move along. On "Beat by beat", move both hands over your heart like a 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

Teaching focus ? Letter Recognition (Notice how we clearly separate L-M-N-O-P)

As children sing along, I show them how to dance & move to the Disco beat. One arm & 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 & over as you wiggle and shake your body down low & then up - repeat. Learn some new Disco dance moves and share with child ren.

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, lot s of fun for you and me

Repeat

4 - Learni ng Letter Sounds

Teaching focus ? Letter Sound Recognition

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

5 - Vowel Sounds Samba

Teaching focus ? Vowel Sound Recognition

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 & practice these sounds ? these are one of the most important tools they ne ed 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 ? ?, ? ? acorn

The other one says ? ?, ? ? apple

E is a vowel and it has two sounds

One says its own name ? ?, ? ? eagle

The other one says ? ?, ? ? eggs

I is a vowel and it has two sounds

One says its own name ? ?, ? ? ice

The other one says ? ?, ? ? insect

O is a vowel and it has two sounds
One says its own name o o, o o oval
The other one says oo, oo octopus
U is a vowel and it has two sounds
One says its own name u u, u u ukulele
The other one says uu, uu umbrella
Repeat Chorus

6 - WORDS

Teaching focus ? *Word Awareness & Identification*

Children can follow the children singing & cheering. Help them explore all the different places you can find & see words. Also, assist children in understanding what makes a word & 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 1

Teaching focus ? *Word Awareness & Identification*

Guide children to understand that words have meaning & that they have their own family of letters. Everyone can give their choice whether it's a word 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 word game
 I'll name some letters ? then say how they sound
 If it's a word, thumbs up
 If it's not, th umbs 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 letters ? then say how they sound
 If it's a word, thumbs up
 If it's not, th umbs 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 word, thumbs up
 If it's not, th umbs 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 word game, oh yeah, the word game

8 - The Word Game 2

Teachers, parents or children can make up any word or silly nonword and give it a thumbs up or down.

9 - That's the Way We Read

Teaching focus ? *Print Awareness & Left to Right Progression*

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 & 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

Left to right then sweep back and down

That's the way that 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 that we read
All tog ether
Repeat S ing Along
That's the way that we read

10 - What Word Makes Sense

Teaching focus ? *Rhyming Awareness, Learning to Match Words with Story*

Have fun singing this cute country song & 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 ? make your own b ook!

Chorus Everybody sing a little country song
All about the animals on the farm
When I leave out a word, just do your best
And sing out loud wha t word makes sense
There's a pig and whose name is Bud
He rolls 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
Then in the barn she eats her _____
There's some ducks out in the back
They waddle to me an d 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 they _____
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

Teaching focus ? *Playing with Sounds (Phonemic Awareness)*
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 so unds different letters make.

Chorus All together we sing a song

All together as friends

All together we sing a song

And change h ow we begin

Fee, fi, fiddlie I oh

Fee, fi, fiddlie 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 “s” to “k”

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

Teaching focus ? Letter Sound & Beginning Sound Recognition

Make a pot of yucky Special Soup with foods starting with any letter.

The song has groups of four foods with each letter. We show you

how to do it and you create two more groups of foods & 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 ju st for you

Let's put in foods that start with "p"

The letter "p" like

Pizza, stir it up, 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

Yuc k!

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

Spinach, mix it up, mix it up

Spaghetti, mix it up, mix it up

Mix, mix it up

Yuc k!

Repeat Chorus

Let's put in foods that start with "____"

The letter "____" like

_____ 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

Yuc k!

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

Yuc k!

Repeat Chorus

14 - Rhyme & Move 1

Teaching focus ? *Identify Rhyming & Non-Rhyming Words ?*

Rhyming Awareness

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 & thinking! ! Have fun!

Chorus Rhyme & move, listen carefully

Rhyme & 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 make up your own words that rhyme and that don't. Then, dance and move to the song. There are sets of 7 ? follow same design as version 1.

16 - Down By the Bay

Teaching focus ? *Rhyming Awareness*

Children can follow along with children on the recording, then 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

Teaching focus ? *Literature Awareness & Appreciation*

Sing along and add movements one by one until your whole body is moving. Start with one arm then another, then add movements.

Follow-up with reading the stories to children to enhance literature appreciation.

If there's a Cat 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 sees 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

Teaching focus ? *Rhyming Awareness*

Follow example of the children on the song and then have your 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

The leader can suggest many different words and then the children can think of rhyming words ? everyone can take turns & work together, mon!

20 - Tongue Twisters

Teaching focus ? *Alliterations Develop Awareness of Beginning Sounds*

Children can follow children on the recording and have fun acting out some of the movements ? pig rolls & 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

Teaching focus ? *Reading Strategies*

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

Teaching focus ? *Counting Phonemes, Segmenting Sounds*

Place our words, big & clearly, for children to see. Count the sounds along with the song. Point to each sound as we segment each word into their sounds. This skill can really help children

figure out new words & 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 u count the sou nds, right out loud
Count the sounds in the word cup
C - u - p, again, c - u - p
There are 3 sound s in the word cup
Count the sounds in the word fan
F - a - n, again, f - a - n
There are ___ sou nds in the word fan
Repeat chorus
Count the sounds in the word it
I - t, again, i - t
There are ___ so unds in the word it
Count the sounds in the word stop
S - t - o - p, again, s - t - o - p
There are ___ soun ds in the word stop
Repeat chorus
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

Teaching focus ? *Segmenting & Blending*

Children can follow the way we're saying and stretching the words. This helps them clearly hear & 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 & snap them back along with the song. Or, just have them stretch their arms out & out & 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 w ords is fun!
Now stretch the word sun - sun
Now stretch it ? s-u-n
Now snap it back ? sun
Now that was great,
Let's do it again
S-u-n ? now s nap it back, sun

Stretch the word ant - ant
Now stretch it ? a-n-t
Now snap it back ? ant
Now that was great,
Let's do it again
A-n-t ? now sn ap it back, ant
Repeat Chorus
Now stretch the word frog - frog
Now stretch it ? f-r-o-g
Now snap it back ? frog
Great, let's do it again
F-r-o-g ? now s nap it back, frog
Stretch the word jump - jump
Now stretch it ? j-u-m-p
Now snap it back ? jump
I think you've got it,
Let's do it again
J-u-m-p ? now s nap it back, jump
Repeat chorus

25 - Do the Wordstretch 2

Use any word you want & follow the same way as version 1.

26- What's That Sound 1

Teaching focus ? *Identifying Beginning Sounds*

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.

What's that sound, what's that sound
What's that sound tha t starts these words
Tiger, television, tickle
Tiger, television, tickle
It's "t" that starts these words
It's "t" that star ts 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 sta rts these words
Repeat chorus
Goose, gas, gift
Goose, gas, gift
It's ____ that starts these words
It's ____ that st arts 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

Teaching focus ? *Identifying & Using Word Families*

Follow the children on the song & 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-u-g, b-u-g is bug

Change the "b" to a "h"

And you've got _____

Good ? hug

Change the "h" to a "m"

And you've got _____

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 & 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

Teaching focus ? Identifying & Using Word Families

This is another word family development song. This one puts the beginning sound & 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)

(Repeat question) c ? at = ?????, h ? at = ?????

m ? at = ?????, p ? at = ?????

r ? at = ?????, 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

(Children respond)

(Repeat question) d ? ug = dug, h ? ug = hug

j ? ug = jug, m ? ug = mug

r ? ug = rug, t ? ug = tug

Repeat *Chorus*

31- Family of Words 2

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

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