

A Workshop for Teachers of Young Children  
**Language, Literacy, and Laughter!**



By Sharon MacDonald

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### Little Tree House

From: *Jingle in My Pocket* CD by Sharon MacDonald

Please build for me  
A house in a tree  
Called the little tree house,  
The little tree house.

Simplest thing.  
There isn't much to it.  
You just climb a tree  
And nail everything to it.

I'd like to be  
In a house in a tree  
Called the little tree house,  
The little tree house.

I'd like it so,  
Wherever I'd go,  
I'd sing of my  
Little tree house.

Tap your knees with your hands two times.

Clap your hands two times.

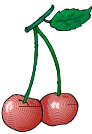
Right-hand snap; then, clap your hands; left-hand snap; then clap your hands;  
Touch your nose with your right hand; then, reach across your body to touch  
your left shoulder.

With your left hand, touch your nose; then, reach across to touch your right  
shoulder.

Touch your thumbs to your fingers three times

# Fruit Salad

From Jingle in My Pocket CD by Sharon MacDonald

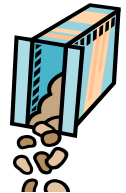
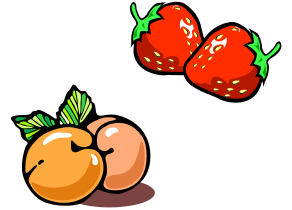


Bananas, pears, and strawberries too.  
Pineapples, peaches, and kiwis for you.  
Cantaloupes, apples, and mangos will do.  
Let's make a fruit salad for you, and you.

Honeydews, grapes, and blackberries too.  
Raspberries, raisins, and figs for you.  
Plums, and prunes, and cherries will do.  
Let's make a fruit salad for you and you.

Bananas, \_\_\_\_\_, and strawberries, too  
\_\_\_\_\_, \_\_\_\_\_, and kiwis for you.  
Cantaloupes, apples, and mangos will do.  
Let's make a fruit salad for you, and you.

Honeydews, grapes, and blackberries, too.  
Raspberries, raisins, and figs for you.  
\_\_\_\_\_, and \_\_\_\_\_, and cherries will do.  
Let's make a fruit salad for you and you.





# Fruit Salad

Match picture  
to word

From: *Jingle in My Pocket* CD by Sharon MacDonald

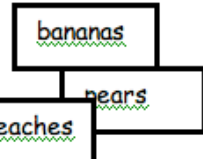
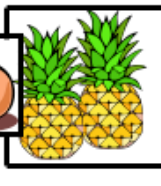
Match word  
to word

Bananas,  and strawberries, too

Pineapples, peaches, and  for you.

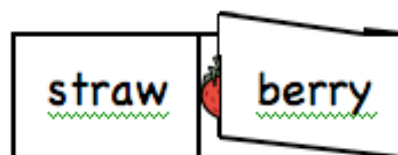
Cantaloupes, apples, and mangos will do.

Let's make a fruit salad for you, and you.



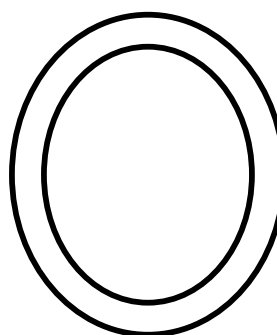
## Other Ideas!

- ✓ Find all the words that begin with the letter "P."
- ✓ Find all the words with the letter "p" in them.
- ✓ Find the compound words. →
- ✓ Find all the capital letters.
- ✓ Find all the blends.
- ✓ Find the contraction. →
- ✓ Put the sentence strips in the order that they occur in the song.



Make several frames like this and:

- ✓ Find the short vowels
- ✓ Find the long vowels
- ✓ Find the rhyming words (too, do, you)
- ✓ Find beginning sounds
- ✓ Find ending sounds
- ✓ Find blends (fr, str, gr, bl, pl, pr)
- ✓ Find the digraph (ch)



## Levels of Learning

1. Concrete experiences with fruits: examine, weigh, measure, describe, and feel. Cook various fruit things.
2. Examine parts of parts of different fruits and compare them. Try to group them by similar characteristics.
3. Change to representations of different fruits: wooden, cloth, or plastic.
4. Pictorial representation:
  - Level 1: photograph
  - Level 2: artist drawing
  - Level 3: stylized
  - Level 4: silhouette
5. Fruit song: fill in missing word with a clue and fill in missing word from memory.

### Why is **rhyme** important?

Rhyming encourages word play that builds vocabulary. (The larger a child's vocabulary the more words they have to draw from when reading.)

fat

Rhyming helps children appreciate the music of language.  
(phonemic awareness)

hat



Hearing rhymes help children start to segment sounds.  
(sensitive to small units of sound)

cat

### Why is **rhythm** important? (rhythm is a series of beats)

The beats create patterns. (sound/silence; short/long)

They hear the cadence of the word patterns.  
Changing tempo and patterns build early-stage fluency.  
(Changing vocal speed, intonation, and inflection)



Rhythm has been with us from the beginning of time and sets a pace for reading.

### Oral Language



Oral Language: *A natural developmental process*  
Includes receptive and expressive language

Children are "wired" to acquire oral language

### *Language Flood*

- ✓ Always meaningful and purposeful
- ✓ Always complex
- ✓ Always whole



### **Vocabulary** is:

- 1) listening vocabulary-which are words children need to know to understand what they hear;
- 2) speaking vocabulary - which are words children need to know when they speak;
- 3) reading vocabulary - which are words children need to understand what they read;
- 4) written vocabulary - which are words they use in writing

**Comprehension** occurs when children understand what they are reading.

## Ways to recognize if a child is developing comprehension...

Use pictures and prior knowledge  
Recognize text features  
Answer questions make predictions  
Connect text to experience  
Understand story structure  
Draw conclusions  
Distinguish between fantasy and reality

Listen for a purpose  
Find important ideas  
Understand characters  
Sequence events  
Recall story elements  
Identify cause and effect  
Compare stories

**Fluency** is the ability to read a text accurately and quickly. It is the bridge between word recognition and comprehension.

### Elements of Fluency

- ✓ Accuracy ~ reading words as written
- ✓ Speed ~ automaticity of word recognition
- ✓ Prosody ~ reading rhythmically



Prosody is:

patterns of stress and intonations in language- inflection and accent  
metrical structure study of verse  
Greek: song sung to music

*What the Animals Said* is on *Jingle in My Pocket* CD and the activities are in the Jingle Book.

### What the Animals Said!

From: *Jingle in My Pocket* CD by Sharon MacDonald

"Boom, boom!" said the little black cow one day.  
"Boom, boom!" said the little black cow.  
Think of the shock when he tried to say, "moo"  
When "boom" was the moo that he, could do.



"Glug, glug!" said the little pink pig one day.  
"Glug, glug!" said the little pink pig.  
Think of the shock when he tried to say, "oink"  
When "glug" was the oink that he, could do.



"Toot, toot!" said the little yellow chick one day.  
"Toot, toot!" said the little yellow chick.  
Think of the shock when he tried to say, "peep"



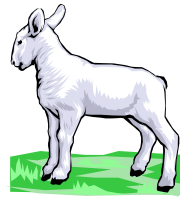
When "toot" was the peep that he, could do.

"Plunk, plunk!" said the little white sheep one day.

"Plunk, plunk!" said the little white sheep.

Think of the shock when he tried to say, "baa"

When "plunk" was the baa that he, could do.



"Hey, Hey!" the farmer said to his brood one day.

"Hey, Hey!" the farmer said to his brood.

Think of the shock when his animals said

"Plunk, plunk, toot, toot, glug, glug, boom, boom!"



## All About Movement

Motor Skills, which are necessary for children's bodies to work effectively as a whole unit:

### Locomotor

Walk

Run

Gallop

Leap

Hop

Slide

Jump

Crawl

Slither

Creep

### Stability

Turn

Spin

Twist

Balance

Stretch

Twist

Freeze

Wiggle

Sway

Duck

Shake

Roll

### Manipulative

Throw

Catch

Volley

Kick

Dribble with feet

Dribble with hands

Motor concepts which child bodies need to have to use their bodies to accomplish tasks:

### Body

Body parts - identify all the parts and to know their use and purpose

Body shapes - are bodies wide or narrow, curved or straight?

### Body in Space

Levels - are you or other high or low?

Directions - are you or others going forward or backward, sideways or diagonal, and left or right?

Pathways - can I moved through curved, straight, or zigzag pathways and do I recognize them?

Location - where am I in space and where are others in space?

### Effort

Speed - am I going fast or slow or are others going fast or slow?

Force - how strong is the force or how slight is it? (Child's or outside force)

Flow - does it flow freely or is it bound by something?



Relationship

Objects or people - are they/it, over, under, on, off, near, far, in front of, behind, through, around, above, or below?

People - are you alone, with a partner, or in a small group or large group?

**Community Workers**

From *Unglue and Other Sticky Songs* CD by Sharon MacDonald

Who brings the mail?

mail carrier



Who walks the beat?

police officer

Who puts out fires?

fire fighter



Who cleans our street?

street maintenance workers

Who checks out books?

librarian



Who drives a bus?

bus driver

Who teaches reading and math to us?

teacher

Who cleans our teeth?

dentist



Who bakes our pies?

baker

Who takes our trash?

sanitation worker



Who checks our eyes?

optometrist



Who does the work - they do  
That improves our lives? - all of them  
Community Workers- are you surprised?  
They all improve our lives!



There are many Community Workers activities and patterns on my website under the banner **Bags and Unglue it and Other Sticky Songs**.



## Why Music is important in the Classroom



### ***Music helps children hear rhyme.***

- ✓ They hear the similar sounds the words make; are they the same or different.
- ✓ They hear the cadence of the rhyming word patterns.
- ✓ Hearing the rhymes in music helps children start to segment sounds.
- ✓ The children become sensitive to small units of sound in language and that is essential for learning to read and write.

### ***Music has a rhythm.***

- ✓ They hear the series of beats in the lines of poetry (song) and in the words.
- ✓ They hear the patterns created by the beats (syllables) in the words.
- ✓ They hear the changing tempo and patterns within the song that build early-stage fluency.
- ✓ Text structure knowledge helps us know what to expect in other texts.

### ***Music helps develop vocabulary.***

- ✓ Children increase their knowledge of word meanings and uses in songs.
- ✓ They hear a wide variety of words
- ✓ When children hear an unexpected combination of words their brain cells are activated.
- ✓ They listen to new vocabulary in multiple contexts.
- ✓ They use their new vocabulary on multiple occasions.

