

Sing it, Move it, Learn it

We now know the importance of cross-lateral movement for young children learning to read. We also know rhythm and rhyme help children remember information. This project will benefit ALL children, regardless of learning abilities or race. We feel this program is essential to our dyslexic, ESL, and special education students.

Curriculum/State Standard

TEKS - Texas Essential Knowledge Skills

Overview

Beginning the first day of school, children will be involved in 30 minutes a day of morning music and movement. This time will incorporate reading and math skills taught in first grade.

Objectives

- The students will distinguish between left and right, improve hand-eye coordination and spatial awareness; and improve development of sequential thought processes.
- The students will participate in multi-sensory activities reinforcing objectives in language arts and math.

- The students will develop fluency in reading by hearing the natural rhythm of the English language daily.
- The students will reinforce basic reading and math concepts in a fun, kinesthetic environment.

Materials

Scarves and bean bags for each child, 6 Chinese jump ropes per classroom

Readiness Activity

We began our year with simple songs and movements. We began using lummi sticks for rhythm and directionality.

Continued on the back...

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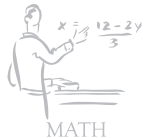
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



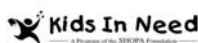
SOCIAL STUDIES

9

MONTHS

\$980

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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“Sing It, Move It, Learn It” project continued...

Strategies/Activities

We used songs from various sources that provide reading and math skills and combine that with movements. Every day children were actively involved in thirty minutes of songs and chants that require different kinds of movements.

Mondays: songs and chants only.

Tuesdays: beanbag day. Children work individually and in pairs using beanbags to improve spatial awareness and hand-eye coordination.

Wednesdays: more songs and chants.

Thursdays: children used scarves. This provides a completely different form of movement, more flowing. Children participated in a round song using three different scarf movements. All the while, children learned about letter sounds, compound words, opposites, nouns, verbs, patterns, money, etc. Children were introduced to Chinese jump ropes in the classrooms. These were used for patterns and geometrical shapes.

Culminating Activity

There is no culminating activity per se. Morning music is an on-going activity. It begins the first day of school and ends the last day.

Throughout the year, parents are invited to come and observe.

Evaluation

Students were evaluated mostly by observation. We saw marked improvement of gross motor skills and hand-eye coordination. We saw marked improvements in our reading assessments from the beginning of the year compared to the end.

Children were given a questionnaire. Ninety-eight percent of our children loved morning music. They got to vote for the favorite activity. Most could not choose just one. However, beanbags and scarves got the overwhelming majority of votes. Parents have been very supportive of the program.