

Silly Songs for Sight Words!

By Joan Mancini

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Introduction

This project is the result of my sincere interest and desire to make effective teaching and learning more fun! Every day teachers are asked to focus on the standards, meet the needs of all students, create an effective, engaging classroom environment, and tackle so many important tasks.

Music has been proven, through many research studies, to facilitate and enhance memory. It also engages students, supports those who learn through multiple modalities, and adds to a balanced literacy program. My hope is that these fun, easy to learn songs will help your students gain sight word fluency and make connections they will use in future learning!

Thank you for your purchase! Please feel free to contact me with any feedback after trying out the songs!

Sincerely,
Joan Mancini

Acknowledgements

There are so many people who helped to make this project happen! I will begin at the beginning and thank my teacher friends who encouraged, supported my efforts and even listened as I taught the songs without any recorded music! Thank you to all my friends and former students at Shackelford Elementary in Modesto, CA and Capri Elementary in Campbell, CA. You inspired me to want to make learning more fun!

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Finally, thank you to my best friend and partner, Mark Weldon who recorded, mastered and did everything necessary to make this cd project happen! His patience and dedication during the recording session and in all phases afterward are appreciated more than words can say.

Thank you everyone!

With love and appreciation,

Joan

A

(Tune: Alouette)

A is a letter,
Our very first letter.
A is a letter,
And it's a word too.

I have a big ice cream cone.
I can only eat just one.
A means one.
A means one.
Oh...

A is a letter,
Our very first letter.
A is a letter,
And it's a word too

I have a fat piece of cake.
Only one for goodness sake.
A means one.
A means one.
Oh...

A is a letter,
Our very first letter.
A is a letter,
And it's a word too.

And

(Tune: Are you Sleeping?)

A-n-d, **and**

A-n-d, **and**

I can spell **and**.

I can spell **and**.

One **and** one make two

I spell and can you?

A-n-d, a-n-d

A-n-d, **and**

A-n-d, **and**

I can spell **and**.

I can spell **and**.

And means things together

Like rain and clouds show weather

A-n-d, a-n-d.

Are

(Tune: Do you Know the Muffin Man?)

A-r-e spells the word are
The word are
The word are
A-r-e spells the word are
A word we read each day

Are you happy?
Are you sad?
Are you tired?
Are you mad?
We ask these things
With the word are
We say are every day.

A-r-e spells the word are
The word are
The word are
A-r-e spells the word are
A word we read each day

Because

(Tune: She'll be Coming Round The Mountain)

B-e-c-a-u-s-e spells because.

B-e-c-a-u-s-e spells because.

I eat because I'm hungry.

I drink because I'm thirsty.

When we answer why,

We use the word because.

B-e-c-a-u-s-e spells because.

B-e-c-a-u-s-e spells because.

I smile because I'm happy.

I laugh because I'm silly.

When we answer why,

We use the word because.

For

(Tune: Yankee Doodle)

Chorus:

F-o-r spells the word for
The for that has 3 letters
Don't let it fool you
With the word

F-o-u-r the number 4

F-o-r spells the word for
I cooked it for my mother
F-o-r spells the word for
I made it for my brother.

Chorus:

F-o-r spells the word for
The for that has 3 letters
Don't let it fool you
With the word

F-o-u-r the number 4

F-o-r spells the word for
I do things for my friends
I like to read things for myself
And sing until this ends!

Have

(Tune: On Top of Old Smokey)

H-a-v-e spells have,
A word we all know.
I have lots of friends here,
They spell have so well.

H-a-v-e spells have
I have lots of toys.
I have lots of friends here,
Some girls and some boys.

H-a-v-e spells have,
a word you will know.
You'll have to write it down.
You'll have to go slow.

H-a-v-e spells have,
A four letter word.
Begins with the "h" sound,
Like honey and heard.

He

(Tune: Happy Birthday)

H-e spells the word he
H-e spells the word he
H-e spells the word he
The word for a boy.

He likes all his toys.
He loves to make noise.
He runs oh so fast,
He hates to be last.

H-e spells the word he.
H-e spells the word he.
H-e spells the word he,
The word for a boy

Here, There and Where

(Tune: Skip to my lou)

H-e-r-e
that spells here
h-e-r-e
that spells here
h-e-r-e
that spells here
We are over **here**.

Add a **t**
And you get there
Add a **t** and you get there
Add a **t** and you get there
They are over **there**. (**pointing to the other side of the room**)

H-e-r-e that spells here
h-e-r-e that spells here
h-e-r-e that spells here
We are over here. (pointing to where we are)

Add a **w** and you get **where**?
Add a **w** and you get **where**?
Add a **w** and you get **where**?
He is over where? (raise shoulders with a look of question)

I

(Tune: If You're Happy and You Know it)

Capital I spells I,
a very important word.
Capital I spells I,
a very important word.
Capital I is a letter,
and it also is a word.
Capital I spells I,
a very important word.

Many times a sentence begins with capital I.
I like the stars.
I like to look up at the sky.
I means the same as me,
But it's shorter can't you see?
Capital I spells I,
a very important word.

Capital I spells I,
a very important word.
Capital I spells I,
a very important word.
Capital I is a letter,
and it also is a word.
Capital I spells I,
a very important word.

Like

(Tune: A Hunting We Will Go)

L-i-k-e spells like.
l-i-k-e spells like.
Hi ho did you know?
l-i-k-e spells like

I like the color blue
I like my new shoes too
Hi ho did you know?
l-i-k-e spells like

L-i-k-e spells like
l-i-k-e spells like
Hi ho did you know?
l-i-k-e spells like

I like to fly on planes
I like to ride on trains
Hi ho did you know?
l-i-k-e spells like.

Play

(Tune : 10 little Indians)

P-l-a-y spells play.
P-l-a-y spells play.
P-l-a-y spells play.
May I play with you?

I play with my dog.
I play with my brother.
I play with my friends.
I play with my mother.
I play alone.
I play together.
Play is what I do!

P-l-a-y spells play.
P-l-a-y spells play.
P-l-a-y spells play.
I like to play don't you?

Said

(Tune: Clementine)

S-a-i-d

S-a-i-d

S-a-i-d

Spells said

I said something to my mother

Now she's very, very mad!

S-a-i-d

s-a-i-d

s-a-i-d

spells said

I said I was very sorry.

As my face turned bright red.

S-a-i-d

s-a-i-d

s-a-i-d

spells said

So be careful with your words said

They might just make someone sad.

S-e-e
(Tune: 3 Blind Mice)

S-e-e
S-e-e
I can spell see.
I can spell see.

I see my friends who are sitting by me.
I see my cat run up into the tree.
I see my teacher who's smiling at me.
S-e-e.
S-e-e.

S-e-e
S-e-e
I can read see.
I can write see.

I see the rainbow across the sky.
I see the sun as it gets in my eyes.
I see the birds as they start to fly.
S-e-e, s-e-e.

She

(Tune: Have You Ever Seen a Lassie?)

S-h-e spells she
Spells she, spells she
S-h-e spells she
The word for a girl.

She is my big sister.
She is my grandmother.
S-h-e spells she,
The word for a girl.

S-h-e spells she
Spells she, spells she
S-h-e spells she
The word for a girl

She likes to wear dresses
She likes to make messes
S-h-e spells she
The word for a girl.

The

(Tune: This Old Man)

T-h-e
t-h-e
that's the way that we spell the
It begins many sentences,
And helps end stories too.
I can spell "the" how about you?

T-h-e,
t-h-e,
An important word for you and me.
We read and write it many times a day.
T-h-e,
you can't fool me!

To

(Tune : Good night ladies)

T-o spells to
T-o spells to
T-o spells to
I like to sing to you.

I like to dance.
I like to play.
I like to climb.
I do these every day.

T-o spells to
T-o spells to
T-o spells to
I like to sing to you.

Fun Activities for Sight Words

1. Laminate copies of the sight word songs. During center time, use a listening center where students highlight or circle the sight words with overhead pens.
2. Use laminated blackline masters of songs with words blanked out and let students fill in words with overhead markers.
3. At the end of the day, give each student a sticker/label with the sight word on it. If they can write the word from memory the next day, give them a sticker or small treat!
4. Put several sight words on sticky notes around the room. During center time, give them a clipboard and a tally sheet with about 6 sight words previously learned written at the top. Students work together or independently to tally the times they see the words. Some students even ask if they can write the actual words instead of tallying!
5. Write each sight word learned so far on a ping pong ball. Put the balls in a paper bag or magic hat. Have students sit in a circle on the floor. Let them pick out a ball from the bag/hat and read the word. As students pass the ball around the circle they sing the sight word song. Encourage the students to look at the word and take a mental picture of it as they pass the ball along. When the song is over, whoever has the ball gets to pick the next one from the bag!
6. Play a guessing game. Give students clues about the sight word. For example, "I am thinking of a word that rhymes with tree and I do it with my eyes". The student who guesses "see" correctly gets to make up the clues for the next sight word, with assistance from a partner if necessary!
7. Send copies of songs home and tell students to teach songs to their families. During Open House, host a contest for the parents to see which parents have learned the most songs with their students!

8. Have students help illustrate a big book for each sight word song.
9. Write a new verse to the song with your students!
10. During small group instruction, give students magnetic letters to make the sight word as they sing the song with the teacher.
11. Send home a weekly letter that explains the word of the week and includes the song.
12. Use hand motions while teaching the songs. Let the students help you come up with actions for the lyrics.
13. Use clipart from google images to add images to lyrics written on sentence strips.
14. Let students use sandpaper letters to write sight words.
15. Let students write sight words on magna doodles while listening to the songs at listening center.
16. Write sight words using a silver marker on black construction paper and let students outline with gel pens as they hear the words in the songs. As an additional activity, have them listen to and write down how many times they hear the sight word in the song!
17. For a fun Friday activity, take students outside with a cd player and play sight word songs while students write sight words with sidewalk chalk.
18. Write sight words on construction paper and let students use watercolor paints or finger-paint.
19. In a small group give each student shaving cream and let them take turns choosing a sight word for everyone to write.
20. Have students sort sight words into groups according to number of letters. Make a class graph of how many they have learned with each number of letters.
21. Make sight word puzzles with large outline font. Students love to cut up the word as they choose and put it together again.

22. Students use alphabet hole punches and punch out letters to each word and glue to the paper. Can be used with a template that has the sight words already written as a guide.
23. Make sight word suncatchers or window clings! Use plastic sheets, or hard laminated pages and glass paint from a local craft store. You outline the words using stencils and let the students work together to fill them in.
24. Make bumpy words with rainbow sand or rock salt. Using an outline of a word, glue sand/salt to paper. Let dry and post on student made word wall!
25. Buy blank jigsaw puzzles available from several teaching catalogs and print sight words and simple sentences onto puzzles. Students love to put together the puzzles and read them!
26. Enlarge the song black line masters with a poster making machine. Laminated copies are great for finding the sight word, looking for other sight words and learning the songs! Add pictures to help engage students!