Singing the Standards: Using Songboards to Jump-Start Language and Literacy

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What Are Songboards??
• Songboards were originally introduced by Dr. Carol Goossens’ to offer visual supports for traditional songs (I’m a Little Teapot; Little Bunny Foo Foo)
• Many of the songs shown in the workshop are based on new songs, intended to support language and communication

Songboards
• D.I.Y.
• simple to fancy
• consider shape, choice, etc.

Why Songboards??
• Active Engagement
• Auditory supports
  - melody supports memory
• Visual supports
  - props, symbols, words
  - makes learning more concrete
• Preferred Activity

Symbol Pages
How Do We Support Typically Developing Children?

Conditions of Literacy Learning
(Cambourne, 1993, 2003)

• High expectations
  Active engagement: Freedom to experiment & in order to become problem-solvers
• Approximations /errors are accepted & celebrated
• Loads of models – 24/7 immersion
• More knowledgeable other
• Foster rich social interactions – lots of talk & fun!
• Attribute meaning to ALL attempts
• CELEBRATION of their attempts

Active Engagement: Song Choices

- Students can physically manipulate:
  - symbols
  - graphics
  - words

Active Engagement: Symbols

- Child picks an animal
- Everyone sings!

Model Core Language and Categories on Systems

- Students who use AAC need to have it modeled ALL DAY
- Songboards can be used to help students see models of core words (e.g., Project Core 36)
- They can also see models re: where to find categories such as: clothing; colors, feelings

CORE Language

Deanna's 45
Active Engagement: Symbols

Get the Hat Layout ©Musselwhite, 2005

- What should the student pick?
- Everyone sings!

The BIG PICTURE

Language & Literacy

You can’t have one without the other!

Language Base for Literacy

Research

Gotta know it to read it!

When the word is not in the learner’s oral vocabulary, it will not be understood when it occurs in print.

Why Music??

- Offers auditory supports
  - gets student’s attention
  - often a preferred activity
  - pulls in ‘right brain’ learning
  - helps students focus on rhythm, rhyme, alliteration, etc.

Fun Intro: Open Box Song

- Story retelling with melody helps students develop an ‘ear print’ for the text

Plan A: Use books from songs
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Nellie Edge!
- songs
- videos
- books

www.nellieedge.com

Plan B: Sing Simple Books
“Dirty, dirty, dirty socks”
- Repetition
- Making it Visible
- Rhythm

The Literacy ‘Flip’!

Simple Story Retelling

Tri-Fold Choice Board

Tri-Fold Choice Board

www.aacintervention.com
March 2003 Tip

www.augresources.com

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Hungry Caterpillar: supports on tri-fold

Hungry Caterpillar: Increasing Difficulty

‘Slot-Fillers’:
Use devices / light tech to re-tell story

But he was still hungry

Hungry Caterpillar: Increasing Difficulty

Numerals without counting dots

Literacy Flip: Support Words

Looking Great

RAPS CD

Looking Great

ADAPTED STORIES CD

What’s Cooking

Explore foods Category

ADAPTED STORIES CD

Pets

What categories might students explore to fill this slot?
What Does That Mean?

To learn a skill & generalize it across contexts, instruction must provide multiple opportunities to engage in activities and with materials across contexts and different people.

Why Music??

• Offers visual supports
Useful for students:
- on the autism spectrum
- with cognitive delays
- with auditory processing problems

Visual Scenes & Songboards

GoVisual Scene Maker
www.attainmentcompany.com

Snap Scene
www.tobiidynavox.com

Circle Time:
Highly Scripted - Songs

Old Forms/ New Functions
Old Functions / New Forms!
Who's On the Bus at HALLOWEEN?

- black cats
- hiss
- hiss
- spiders
- ghosts
- boo
- boo
- spin
- spin
- witch
- tee
- hee
- hee
- all through the town

Fun movement
A reason for matching / identifying colors!

Active Engagement: Symbols
```
“See baby _______ on the table
```
- Child picks an action word from set / device
- Act it out & everyone sings!

Highlighting Text:
- Use shadow light cueing
- Squeeze light focuses text, does not cover it
Words Only: + Colored Background

POP!!

Make the Words POP!!

Picture / Symbol Props

- Keeping them involved
- Purpose for listening
- Text to self

On Go 2

Props Bracelet

velcro-sensitive fabric plus prop

Gives a purpose for listening

Scaffolding for Beginners

- Use props
  - pictures
  - objects
- Have students listen for their part
  - ‘Listen for the cat’
  - ‘Listen for deodorant’

Beware of . . .

The Flyswatter!!

Teacher: “What day is it?”
Students: Thursday! Thursday! Thursday!
Thursday! Thursday! Thursday! Thursday!
Thursday! Thursday! Thursday! Thursday!
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Fun Felts: Easy, Affordable Props!

- Supports ELL students
- Supports students with auditory processing problems
- Motivating!!

www.funfelt.com

Chant for Directions

Froggy props rap

www.aacintervention.com

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Math Songs: Counting and MORE!

1. Old Lady Who Swallowed a Fly
   - size of animals – small to big
   - total # of animals in her tummy

2. Nobody Loves Me
   - 1st one busted / 2nd one rusted
   - match 1 to 'first'; 2 to 'second' etc.
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The Alphabetic Principle

- Emergent readers & writers need to learn the alphabetic principle
  - Letters are linked to specific sounds.
  - Words can be segmented into individual sounds.
- Variety of activities lead to these understandings
  - Letter knowledge
  - Sound awareness
- Letter names & sounds should be taught in parallel.

Key Emergent Literacy Concepts

- Concept of letter
- Letters are linked to sounds
- Letters are used to make words
- Realization that there is an entire alphabet
- Letters are used for a purpose
- Letters can be read
- The alphabet can be used to express thoughts
- Letter names & sounds

Visualize THIS!

PA:
LETTER Level

- Old function
- New form

Slide from Dr. Gretchen Hanser

Singing to Learn CD
Phonics Songboard

Using Alternative Pencils for Alphabet Activities
(Hanser, 2010)

- Teaches
  - Locating and selecting a letter
  - Letter knowledge (concept, name, sound)
- It's about building meaning
- Talking about letters and connecting it to something they know helps give the letter meaning

Using Alternative Pencils for Alphabet Activities

- Teaches
  - Locating and selecting a letter
  - Letter knowledge (concept, name, sound)
- It's about building meaning
- Talking about letters and connecting it to something they know helps give the letter meaning

Farm Bingo Songs

Variations = Horse, Piggy, Sheep, Chick

- There is an animal that eats hay, and HORSE is it’s name, NAY
- There is an animal that likes to peep, and CHICK is its name, cheep
- There is an animal that’s muddy and pink, and PIGGY is its name, OINK

Theme Rap

- Used Sticky to make the scene
- Used Explain Everything to make the video
**Vocabulary Raps: 1 Minute Activity**

- Big idea + letters
- Supports vocabulary and alphabet knowledge

**Context:** Readtopia – 20,000 Leagues Under the Sea

- **volcano**

**Context:** Readtopia – Journey to the Center

- **ocean**

**Context:** High school - studying the Civil War

- **slavery**

**WHY Music?**

- Sound patterns can be put display using rhyming or alliterative songs

**Sample Standards...**

Notices and discriminates smaller and smaller units of sound
Hears and shows awareness of separate syllables in words
*Claps each syllable of name “Tri-na”
*Puts together “pen” and “cil” to say “pencil”
*Puts together “foot” and “ball” to say “football”
I Have A Friend Song

Word Chant

clap  tap  stretch
spell  tell  cheer

because

Name Song Directions

Say This | Do This
--- | ---
Clap your name | "jes - s - i - ca" (clapping each syllable)
Tap your name | "jes - s - i - ca" (short 3 names and tap target name)
Stretch it till it's long | "jes - s - i - ca" (move hands apart, showing each syllable)
Spell your name | "J - E - S - i - C - A" (show name, with large print. Point to each letter, but PAUSE before saying it)
Tell your name | Have student sign, say, or use a dance to say their name
Say it like a cheer | "Jessica, Jessica, Jessica!"
Goal: To support the development of sound substitution, which requires listening to words, then substituting the initial sound to create a rhyming word (ex: Giggley goggley, Gathan, a gorilla sat on Nathan.)

Approximations / Errors are Accepted and CELEBRATED!!

- Students are Allowed to Make Errors:
  - Evaluative feedback is given, to help students learn during each activity
  - Ex: Students are trying to figure out whose name rhymes with the nonsense verse, Giggley Goggley, Gathan, a Gorilla galloped to.
  - Incorrect Response: Jenny raises her hand, we say . . . ‘Hmmm, Gathan – Jenny? Jenny – Gathan? Not a rhyme!’
  - Correct Response: Nathan jumps up – we say . . . ‘Let’s see, Gathan – Nathan? Nathan – Gathan? It’s a rhyme!!’
More Rhymes!!

- Hippo = Hungry hippo Hasen, the hippo high-fived Hasen.
- Lion = Lazy lion Larry, the lion leaped to Amy.
- Tiger = Tired tiger Jennifer, the tiger tip-toed to Jennifer.
- Zebra = Zany zebra Zara, the zebra zipped to Alan.
- Gorilla = Gorgeous gorilla Gustav, the gorilla grinned at Hannah.

Summary

- Music, chants, and poems are a GREAT way to support communication
- It is crucial to integrate literacy into activities, including interactive, child-directed play


Dropbox Link

Or contact Caroline to get all 50+ Songboards (download) for $5

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