

A young girl with dark hair, wearing a white tank top, is lying on her back on a grassy field. She is smiling and looking upwards. Several yellow musical notes are scattered around her on the grass. The image is partially obscured by a blue diagonal shape on the right side.

**When
everyone
sings
everyone
learns!**

Welcome to our Music Mini-Series

Part 1: Using Music to Foster Diversity and Inclusion

Part 2: Fingerplays & Movement Throughout Your Day

Part 3: The Joy of Music Outdoors

BECKER'S

Little Songbird

.....
songs for learning



Our Presenter: Lisa Heintz

A woman in a blue jacket and black pants is walking away from the camera on a wet, reflective path. She is holding the hands of two young children, also in blue jackets and black pants, who are walking ahead of her. In the foreground, a young boy in a blue denim jacket and black shirt is walking towards the camera, looking down at the ground. The background is a soft-focus outdoor setting with trees and a fence.

Mini Music Webinar #2:
“How Many Raindrops Make a Storm?”
Fingerplays and Movement Every Day
with Lisa Heintz, M.Ed.
LittleSongbird.com



Objectives

Following this session you will be able to...

- **Identify brain-supporting reasons to regularly include fingerplays and movement.**
- **Learn how to extend and adapt fingerplays and movement for all learners.**
- **Gain tips & resources to make every movement matter.**

What is a fingerplay (action rhyme)?

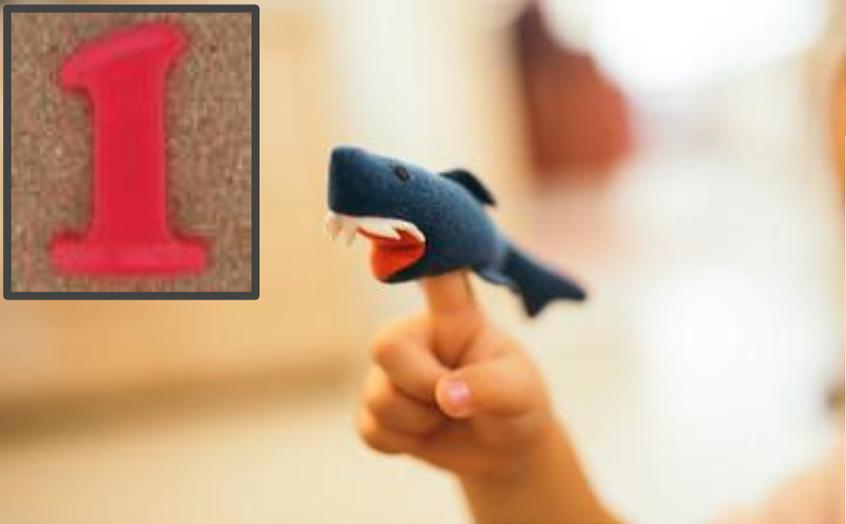
- Short poems, songs, chants or stories that typically rhyme
- Always involve finger, hand or arm movements
- Many have been passed down through the oral tradition over generations
- For infants/young toddlers these equate to a “Bounce” or “Tickle”





Benefits of Music, Fingerplays & Movement





Language & Communication

- Foster active listening, following directions, focus
 - Help to develop phonemic awareness (segmenting & manipulating sounds) and other language skills critical to reading
 - Improve auditory and visual discrimination, eye-hand coordination and tracking
-
- Increase vocabulary, comprehension, sequencing and patterns
 - Provide opportunities to practice social and communication skills
 - Engrain in the brain: word sounds, patterns, intonation & rhythm of language (prosody) - precursors to reading
 - Develop understanding of **narrative form** of song/rhyme, e.g. “The Itsy Bitsy Spider” (Main character: spider; Setting: water spout; Problem: being washed out by the rain; Solution: climbing up again)

The “HOOK” - Engagement

GOAL: REPETITION!

- Multisensory - stimulating auditory, visual, and tactile senses
- Kinesthetic
- Repetitive nature
- “Sing-song” style - easiest to recall independently
- Develop **Executive Function** skills--the mental processes that enable us to plan, focus attention, follow instructions, self-regulate, organize, generate words and ideas, and perform multiple tasks successfully



Imagination & MORE!



- Encourages imagination and visualization
- Enhances self-confidence
- Aids in supporting English Language Learners
- Promotes a positive social learning environment of shared **joy!**



Motor Skills



- Gain large motor skills that use large muscle groups in torso, arms, legs
- Build small motor skills in hands and wrists - leading to finger grip and control necessary for writing & cutting
- Increase body awareness while children learn to control their hands, body and eyes
- A variety of instruments facilitate fine motor development of different muscles (grasping a shaker, holding and shaking a tambourine, pinching a clave/stick, etc)





5 Steps to a Successful Fingerplay

1. **Select a fingerplay/song/chant**
2. **Learn** the fingerplay!
3. **Introduce** the FP to the children.
4. **Pre-teach** actions or vocabulary.
5. **“I Do - We Do - You Do” strategy:**

I Do: Recite the FP - Start slow; exaggerate inflection; include gestures. Cue students to echo your words/actions.

We Do: Recite the FP all together, slowly. Repeat as needed, getting slightly faster each time.

You Do: Begin with the students, but cut out as they take over, still modeling movements. Repeat once more with only students leading.

“Everybody Clap” from The Seasons by Nancy Kopman

Everybody clap your hands, clap your hands, clap your hands (x2)

Everybody clap your hands, clap your hands, clap your hands

Everybody clap your hands, clap your hands, clap your hands

Everybody stomp your feet, stomp your feet, stomp your feet (x2)

Everybody stomp your feet, stomp your feet, stomp your feet

Everybody stomp your feet, stomp your feet, stomp your feet

Everybody go peek-a-boo! Everybody go peek-a-boo! (x 2)

Everybody go peek-a-boo! Everybody go peek-a-boo!

Everybody go peek-a-boo! Everybody go peek-a-boo!

...sway side to side...

...go 1 -2 - 3 - whoo!...

...clap your hands... (end)

Ways to Extend a Fingerplay/ Chant/ Rhyme

- Integrate fingerplays **throughout the day**
 - **Transitions, wait time, lining up, refocus, management, home**
- Choose or adapt fingerplays to **cross the invisible midline** to reinforce the *bilateral brain function* necessary for coordinating complex movements such as those used in reading, writing, skipping, shoe tying, etc.
- Adapt songs to **allow children to add a name, word, phrase or motion of their own.**



Ways to Extend a Fingerplay/ Chant/ Rhyme

- Add **finger or hand puppets**. After modeling, place the puppets in various centers for students to use in singing or retelling.
- Create **art activities** based on a favorite fingerplay.
- Set up **song/poem interactive charts** to promote ongoing literacy engagement.
- Add **flannel board or magnetic manipulatives** related to a favorite fingerplay to encourage repetition.



Ways to Extend a Fingerplay/ Chant/ Rhyme



- Add **picture books** on the same topic as a favorite fingerplay to your library or centers.
- Include rhymes, chants or fingerplays from other cultures, such as those found on [MamaLisa.com](https://www.mamalisa.com).
- Explore vocal range, control and pitch by **experimenting with sounds and speech and character voices**

How Many Raindrops Make a Storm? (Pitter Patter)



Pitter patter, pitter pat -

See the raindrops fall

Falling one by one.

How many raindrops make a storm?

One little raindrop? No, no, no

Two little raindrops? No, no, no

Three little raindrops? No, no, no

Millions of raindrops make a storm

Billions of raindrops make a storm

Pitter, patter, pitter, pat -

See the raindrops fall

Falling one - by - one.

[See Ms Rachel from Perkins Music Studio share this song/fingerplay](#)

Adapting Fingerplays, Songs & Movement for Learners Who Need It

- **Reduce sensory overload**
 - Only sing a few verses
 - Reduce the number/frequency of movements
 - Slow the pace
 - Add visual cues
 - song/FP title illustrations
 - body part icons to cue action
 - flannel board pieces
- **Consider alternative seating**
- **Provide eye contact and a smile to reinforce positive participation.**
- **Foster children encouraging (not praising) each other.**
- **Provide a balance of active/passive activities during movement time so no one is overwhelmed by the energy level.**

Adapting Fingerplays, Songs & Movement for Learners Who Need It - cont.

- **Repetition**
- **Easily accessible materials**
- **Adjust the length of time** for movement and music experiences
- Consider adding a **music center** to your classroom to allow further free exploration of sound.
- Provide **individual boundaries/personal space**
- **Begin each group time with a highly desirable opening**
- Consider your **group arrangement**
- **B.I.D.** - break it down into smaller, doable parts as needed.
- **Incorporate a favorite** object, theme, or peer into the activity.
- **Enlist peers** to engage/assist.

Movement Activities

- **Direct link between early movement and cognitive development**
- **Improve balance & coordination**
- **Promote group learning, practicing social skills such as turn-taking and cooperation**
- **Aid in communicating and expression through movement**
- **Movement immediately following more academic content (aka “brain break”) is crucial to the brain’s processing and long-term memory development.**
- **Repetitive gross motor movements release dopamine (mood & motivation “reward” hormones/neurotransmitters)**
- **Cross the midline as often as possible! Develops both hemispheres of the brain.**

Ways to Incorporate Gross Motor Movement

A young girl with her hair in a bun, wearing a light-colored striped shirt, is pointing upwards with her right hand. She is looking up at a cluster of bubbles floating in the air. The scene is set outdoors in bright sunlight, with a blurred background of green trees. To the right, the arm and torso of an adult in a dark t-shirt and jeans are visible, suggesting they are the one blowing the bubbles.

- **BUBBLES!**
- **Song actions**
- **Circle Dances like “Here We Go Looby Loo”**
- **Dancing “Dots”**
- **Story Movements**

“Georgie” (traditional)
Song/FP/Gross Motor

Every morning at half-past eight
I go “Ooh-ooH-ooH-ooH-ooH” to Georgie.
And every morning at half-past eight
He goes “Ooh-ooH-ooH-ooH-ooH” to me.

No need to knock (knock/tongue click sound)
No need to ring (buzzer or “ding” sound)
As I rub my eyes.
I open the windows
And stick out my head
And sing “Ooh-ooH-ooH-ooH-ooH” to Georgie!

Lisa singing "Georgie" with variations



Adaptations:

Child's name

Onomatopoeic sound

Time

Body part to “stick out the window”

“Oohs”

Knock/ring to gross motor action or other fine motor

Thank you for joining me today!
Let's connect!



Lisa@LittleSongbird.com



facebook.com/littlesongbirdsongsforlearning



twitter.com/lss4l



instagram.com/littlesongbirdS4l



Little Songbird
songs for learning

PreK-3 music that
reaches and teaches
www.LittleSongbird.com

Please help us
do our best
work!

Webinar Evaluation

Was the information valuable and applicable to your work? Single Choice

Yes

Somewhat

Not really

+ Add choice

+

2. Was the information valuable and applicable to your work? (Single Choice) *

Yes

Somewhat

Not really

3. Would you recommend this webinar to others who teach or care for young children? (Single Choice) *

Yes

Maybe

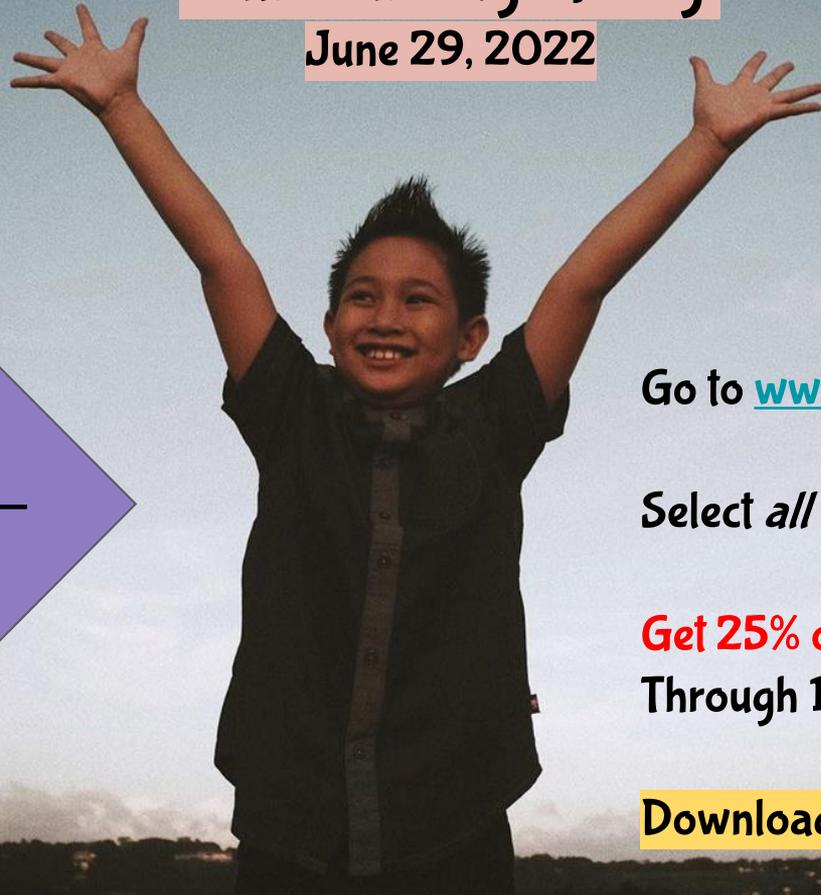
No

BECKER'S[®]

Celebrate with Little Songbird: Songs for Learning

National Day of Joy!

June 29, 2022



Exclusive offer for
Becker Music Mini-
webinar friends!

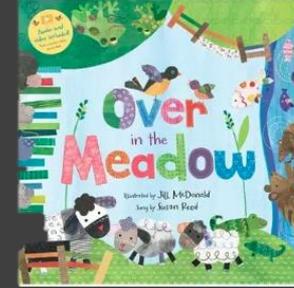
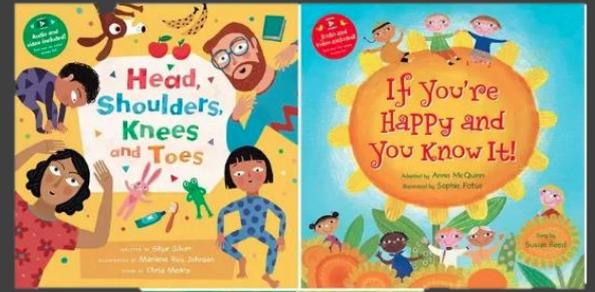
Go to www.LittleSongbird.com

Select *all the songs that bring you joy!*

Get **25% off your ENTIRE**
Through 11:59 pm EDT



Download and enJOY!



See more at ShopBecker.com

www.shopbecker.com/Learning-Centers-Music---AV/

www.shopbecker.com/everyone-sings

BECKER'S

Next week: Same time, same place!

The Joy of Music Outdoors



When Everyone Sings Everyone Learns!

A Music Webinar Mini Series

Presented by Lisa D Heintz

June 15, 22 & 29 1pm ET

[REGISTER NOW!](#)



BECKER'S