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Rocking and Talking CD

Ball, Ball, Ball

Objectives

The original song, "Rock Around the Clock" gives an upbeat, energetic sound for our rendition of Ball, Ball, Ball. This song encourages an interactive game of playing catch. There is nothing better for speech and language growth than activities that can be done together with parent, child, and others taking turns - and this song encourages that. Ball, Ball, Ball also teaches the word "ball", and the action words associated with that game. Chains of three is used throughout this song that also includes a section of consonant-vowel practice.

Activities

1. Play the game of catch while singing this song with and without the recording. If your child cannot sing all of the words, simplify them by singing the word "ball" throughout the song using the same tune. Sing a *simple* song that your child can *simply* sing - that is the name of the game when singing to your child. Model what your child CAN do, so that participation becomes easier.
2. Using a beach towel or sheet, place a large rubber ball on it and begin to hold the edges of the towel or sheet and shake it while listening to the song. Sing as you see the ball go from one side of the sheet to the other.
3. Using a variety of smaller balls and a long tube such as a gift wrap roll, send the balls down the tube to your child, and have your child send it back. Change the verse to "roll" as opposed to "throw".
4. Using a shoebox with a cover or a plastic pail with a cover, cut a hole the size of some of the balls you have at home. Take turns putting the balls in the hole and say the word "ball" as you exaggerate your gestures and voice while putting the ball in. Make the words come "to life" as you sing them. Sing the word "ball" as if it's the greatest word in the world!!! Then tell your child, "your turn" and give him/her a ball to do the same.

Singing a Song

Objectives

The song, "Land of 1,000 Dances" is without question one of the best songs for encouraging consonant-vowel practice! The melody is contagious and causes anyone who hears it to sing along. We combined that speech practice with action words in Singing a Song. It teaches action words such as walk, jump, skip, and run. It also combines those actions with consonant-vowel practice of sounds such as "na, da, ma, and ba".

Activities

1. Let the words of the song dictate what you do. During the consonant-vowel imitation section, you can use tubes or other "microphones" to sing into.
2. Print out letters of the alphabet that correspond with the sounds you are singing. This helps your child to begin recognizing beginning letter sounds - a necessary precursor to reading.
3. If you have a video camera, capture your child on video performing these actions of walk, jump, skip and run. That visual picture of your child doing the actions is worth a thousand words! But most importantly, do the actions with your child - moving in a circle. The interaction is the key.
4. As you go for a walk outside, you can model the same actions. Show your child that the words in songs can be transformed into meaningful words in daily life. That is one of the keys to using music to improve your child's speech and language: incorporate the songs into daily life.

I Hear

Objectives

"Bad Moon Rising" by Creedance Clearwater Revival was the motivation for this song. Children who are not attentive to their environment or those who are afraid of loud noises, will benefit from "I Hear". It teaches children to listen to sounds in their daily lives. It enables them to name the object that is making the sound. It teaches the concept of loud and soft noises. This song also teaches children the concept of "commenting" - especially helpful for children with autism.

Activities

1. Children would benefit from seeing a picture of the objects or the actual objects that are making the noises. Put all of the objects in front of the child, and after hearing the sound, select the picture or object that makes that sound.
2. Expand on this song by downloading other environmental sounds or getting other noise makers.
3. Children with autism, who are on a picture strip communication system, can use this song to comment with the phrase, "I hear the _____."
4. As you're going through your day, occasionally pay attention to the sounds around you. Begin singing, "I hear the _____." to teach through music the ability to comment about noises in your world.

Ha Ha Hiding

Objectives

"Don't Ya Just Know It" by Huey P. Smith may not be as well known to you as some of the other songs on this CD. However, the potential for speech practice was too good to pass up. Ha Ha Hiding models the interactive game of *Hide and Seek* and is an excellent game to teach concepts such as in, under, and the word NO. It also contains several sections of speech imitation - practicing the H sound in words and other simple phrases. It also teaches comprehension of the question, "Where did you go?"

Activities

1. Let the words lead you in the game of *Hide and Seek*. You can also use dolls to act out this song that teaches vocabulary through imaginative play.
2. During the verbal turn taking chorus, be sure to participate in singing as you would like your child to do. Lose yourself in the rocking beat of this song as you sing, and show your child that singing and imitating is fun and exciting.

Sing and Eat to the Alphabeat

Objectives

"Rockin' Robin" can be adapted to your needs in whatever way you see fit. We have included an instrumental-only track (Track 12) of this song to help stimulate your imagination of how to use this wonderful tune. We used this song to promote pre-reading skills. Phonemic awareness (a child's awareness of sounds in words) is the strongest predictor of good readers. To get your child ready to read, we encourage you to help him/her to be aware of beginning sounds, how sounds are alike, and which ones are different. "Sing and Eat to the Alphabeat" does exactly that. Each verse emphasizes a different consonant sound.

Activities

1. Show pictures and the letters of the alphabet for each word of this song. This song would be an excellent book that children could practice independently.

Help Me Mama

Objectives

The famous Beach Boys' song, "Help Me Rhonda" is a perfect speech practice song because that phrase is repeated countless numbers of times. We changed the phrase to "Help me mama" to give it more functional use for children. Repetition is the key, and this song describes many different situations where children may need to ask for help. Ie, can't reach their teddy bear, can't get a snack, or can't go to sleep. All Beach Boys songs are excellent to adapt to the verbal skills of any child - even if he/she is at the vowel level. The back-up vocals of any Beach Boys creation contain single words and simple vowels to give vocal practice of all types. Most people don't want to be the lead singer anyway, so you can take this song, and teach your child to "oo" and "ah" to your heart's content, all that while encouraging vocalization and having FUN!!!

Activities

1. Some children need to learn the skill of pointing to objects out of reach. Place a teddy bear and crackers out of reach, say, on the top shelf, and act out the song of not being able to reach those objects. Help your child learn the art of pointing to objects that he/she wants.
2. This is a song to simply "lose yourself" in the moment. Sing "help" over and over and over until your child begins to do the same.
3. This may be a song where you dance with your child. Pick him/her up and begin to sing whatever words you choose. Your face is close to your child's face while dancing, and he/she can get the visual cues as to what mouth movements are necessary for the words you are singing.

What's That?

Objectives

Common object names and understanding and answering the Wh question, "What's that?" is the focus of this song. Each common word (12 objects) is said 5 times. The objects in this song were chosen to contain a variety of different consonant sounds in single syllable and two syllable words. Our Push - Pull Puzzle (available at the end of Nov. 2004) has been designed to correspond with this song, making it an excellent auditory and visual activity. In addition to this song, we have added an instrumental-only track

(Track number 11) for you to make up your own verses or write a completely different song with this tune. You may notice that the tune is Skip to my Lou. See the additional suggestions for that track at the end of this objectives/activities page.

Activities

1. Use the Push-Pull Puzzle to point to the objects as the song plays.
2. Write the printed word of each object and match the printed word to the picture of the object.
2. Place the objects of the puzzle in a bag and pull out one at a time as the song plays. Put the objects back in the puzzle as you sing.
3. This song would be excellent as a picture book where the question, "What's that?" is printed on the bottom, followed by "It's a _____." underneath the picture of each object.
4. Gather actual objects for this song or use pictures of objects, and place them in a bag as you complete singing each verse.

Where Did My Shoes Go?

Objectives

"Why Do Fools Fall in Love" has always been one of my favorite songs. Maybe it is because of the repetition of vowel sounds at the beginning of the song. I changed the words to be more kid-friendly - Where Did My Shoes Go? but kept the awesome repetition similar to the structure of the original song. There are many potential language learning objectives emphasized in this song. They include:

1. Understanding, producing, and answering "Where" questions. The word, "Where" is sung 39 times in this song.
2. Understanding and producing prepositions in, out, up, down, high, low, and the word, shoe.
3. Oral motor practice involving rapid movements of pucker and smile while producing the phrase, "Where oh".

Activities

1. Hide shoes around the room, or hide pictures of shoes around the room. Place them in the room corresponding to the concepts of up, down, high, low, in and out. After finding the shoes, sort them in pairs. Place them in shoes boxes.
2. Using paint, stickers, markers, or other materials for gluing, have children decorate shoes made from tag board.
3. Using over-sized shoes, play a relay, where the children walk to each other and take off their shoes at the end of the line to give to the next child.
4. Use your hands cupping around your mouth when singing, "Where oh" and "Where oh where did my shoes go?" Also, exaggerate your facial expressions, teaching your child to read the visual cues on your face for when you are frustrated or looking for something. Non-verbal communication is a huge part of understanding the language of others, and you can begin that process by showing facial expressions related to the words of this song.

Snowman

Objectives

When I first heard the Blues Brothers sing this great song, "Soulman", I had no idea that it would be an incredible song for children to learn a variety of speech and language concepts. Our rendition, "Snowman" has numerous objectives including the following:

1. Imitating two word phrases
2. Imitating the pronoun "I" in the sentence, "I'm a snowman."
3. Consonant blend production of "sn" in the word, "snowman."

Activities

1. Our "Snowman" activity sheet which will be soon available to print from this website for free or to purchase a laminated version, is a wonderful tool to use with

this song. Children can add pieces to the snowman as the song is sung.

2. If you are lucky enough to live in a place with snow, there is nothing better than to build a real snowman, adding all of the parts sung on the song, and singing the song as you build it. This reinforces the functional use of vocabulary words of the song.

3. A larger picture of a snowman can be used to add pieces as the song is sung. Encourage your child to repeat the two-word phrases - just as the song demonstrates.

Stop at the Door

Objectives

You may think it is a stretch to include "Stop in the Name of Love" in a CD to help children develop better speech and language skills. What were we thinking? Well, I was listening to this song one day on the radio, and it hit me. This song would be perfect to teach children the rules of knowing how to line up at the door and transition from one activity to another. Every pre-school child or kindergartener needs to learn those difficult rules of standing in line and staying there. That's the focus of this song: Stop at the Door. It touches on concepts of in front, in back, in the middle, first, and last. It also tells the sequence of stopping at the door, standing in line, opening the door, walking down the hall, and staying in line. Some children find it difficult to be in such close proximity to other children, and this song reinforces those skills.

Activities

1. Rehearse this song during group time, giving illustrations to reinforce the learning. The lyrics can be printed out in a book form with pictures, so that children can rehearse those rules while reading. The music will make learning those words easier.
2. When listening to this song, do actions to correspond with the words. Actions make the song even more fun and increases a child's ability to not only attend to the words, but learn the sequence of the song as well.
3. This song has repetition phrases that especially reinforce some of the rules such as, "with a friend in front," and "with a friend in back."

Instrumental track of "What's That?"

This is your time to be creative! You may have other objects you want to teach your child to say. The song What's That? is to the tune of Skip to my Lou, and you can add any objects you like using this instrumental track. Here are some other ideas.

1. Animal sounds: Choose different animals and sing,

Moo, moo, like a cow.

Moo, moo, like a cow.

Moo, moo, like a cow.

Moo, moo, moo, moo, moo.

Quack, quack, like a duck.

Quack, quack, like a duck.

Quack, quack, like a duck.

Quack, quack, quack, quack quack.

2. I Can song: Emphasize action words

I can walk, walk, walk.

I can walk, walk, walk.

I can walk, walk, walk.

Walk, walk, walk, walk, walk.

Instrumental track of "Sing and Eat to the Alphabeat"

1. Additional verses can be added to this instrumental version of "Rockin' Robin" with the words below.

Bananas, blueberries, bacon

Macaroni and marshmallows

Lemons, limes, and lettuce

Nuts, and noodles, nachos

Oreos and oranges

Hamburgers and hotdogs

Waffles, watermelon

French fries, fun fruits, fajitas

2. This tune is so catchy and simple that any words would work for helping your child learn language. For song-writing ideas, please consider coming to a Kids' Express Train seminar where you can expand your knowledge of how to write and use music to help kids' speech. But for now, use your imagination. Sing something - ANYTHING, and repeat it over and over again. If you sing with energy, it will be contagious. Your child doesn't care how you sing or what you sing, but just cares THAT you sing. This song and this CD is perfect for that experimentation. ENJOY!

Please contact us with any questions or suggestions. Thank you!

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