Raps & Chants for Older Students

Name / Word Chant

Supporting Phonological Awareness

WHAT AND WHY: Many older students have not developed phonological awareness skills, and need support. It is very important not to do activities that feel 'babyish.' The use of chants and raps can offer activities that are engaging but age-respectful.

NAME CHANT

This is a fun and easy activity. Use the names of everyone in the class or family . . . including your pets! It helps to use a simple chart, as shown to the right.
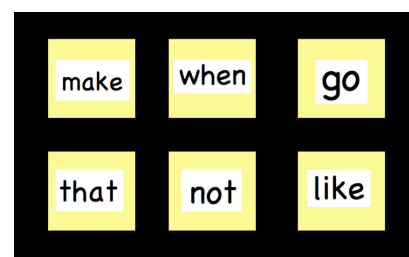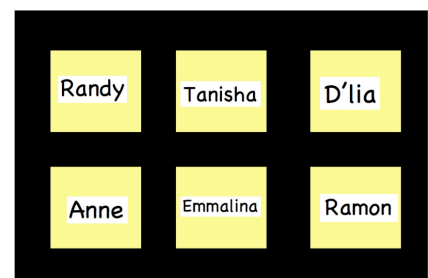
clap	tap	stretch
spell	tell	cheer

Say This	Do This
Clap your word	"be-cause" (clapping each syllable)
Tap your word	"be-cause" (show 3 - 9 words from word wall; student taps target word)
Stretch it til it's long	/beeee-cuz/ (move hands apart, showing each syllable)
Spell the word	"B – E – C – A – U – S - E" (show word, with large print. Point to each letter, but PAUSE before saying it
Tell the word	Have student sign, say, or use a device to say the word
Say it like a cheer	"be-cause, be-cause, be-cause!)

WORD CHANT

This is the same activity, but students are now chanting about word wall words. Pick 3 or 4 word wall words to clap and chant each day. *Tips*:

• '**Tap your word**': use the 'wipe-off choice board' (see www.aacintervention.com , Tip # 3, 2016,) to display 3, 4, 6, or 9 choices, depending on student needs

• '**Stretch the word**': highlight onsets and rimes. For example, the word 'not' would be stretched as: /N – OT/ rather than /N – O – T/. This will help students hear and identify the 'chunks' or rimes in words

• '**Tell the word**': All students can call out word, or give each student a word in advance to call out

• **Inner voice:** Remind all students (not just those who are non-speaking) to 'say it in your head.'

Randy	Tanisha	D'lia
Anne	Emmalina	Ramon

make	when	go
that	not	like

Name Song Words - Keeney, 2006
See: Name Song Songboard

clap	tap	stretch
spell	tell	cheer

Name Song Short Words
Note: cut out words, showing shape, then paste on colored paper

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Name Song Text

Clap your name. (Students clap # of syllables in word)

Tap your name. (Students each have a set of names / word wall words, and tap the correct one)

Stretch it til it's long. (Sound out, using onset + rime; ex: 'get' would be /g/ /eeeeet/; 'rat' would be /rrr/ /aaaat/)

Spell your name. (Hold up large card w/ target word. Students spell chorally. Students who don't speak can 'spell it in your head.')

Tell your name. (Hold up the name / word, and have students call it out. Students with a single message device should press it WITHOUT prompting at this point)

Say it like a cheer. (Have students cheer for the name, such as Al-ex-an-dra, Al-es-an-dra, Al-ex-an-dra, emphasizing the syllables)

Name Song Goals

Literacy Goals

• Recognizing printed forms of words (*note*, some have same rime – spell/tell)
• Phonemic Awareness at syllable level (clap, cheer)
• Visual recognition of word (student taps word from a field of at least 4 words)
• Reading names / high frequency words

Note: For older students, move from the Name Song to the Word Wall Chant