

Music and Movement: Effect on Kindergarten Sight Word Recognition for Struggling Readers

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Abstract

The purpose of this study was to determine the effect that music and movement had on at-risk beginning readers in kindergarten. This ten week comparative quantitative action research study investigated the impact that music and movement had on sight recognition for struggling readers in kindergarten. Music and movement was incorporated into the classroom by the use of HeidiSongs dvds. Research was conducted on kindergarten students from two comparable classes. Five struggling readers were identified from both kindergarten classes by using the results from the sight word pretest that was given during the first week of October. The experimental group spent ten minutes of their school day singing the sing and spell sight word songs. The control group was not exposed to the sight word songs throughout the study. Sight word flashcards were used to assess both groups weekly. A parent survey was also utilized every two weeks asking about parent involvement at home and student interest in reading. When the data were analyzed, it showed that the use of music and movement did increase at-risk students' sight word recognition. Schools may also want consider conducting educational research that analyzes the effect of incorporating music and movement in other subject areas.

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Introduction

Legendary musician Grace Slick once said, “Through literacy you can begin to see the universe. Through music you can reach anybody. Between the two there is you, unstoppable”. In 2010, most states adopted the Common Core State Standards [CCSS] (National Governors Association Center for Best Practices, 2010) and school districts have spent countless hours unpacking the standards and aligning curriculum accordingly. After sorting through standards, all educators can agree that rigor and relevance have greatly increased the academic demands on all students.

A child’s education begins long before he or she ever walks into a school. Parents are every child’s first teachers and educators understand that each child comes to school with a different level of prior knowledge. When it comes to literacy skills, students come through the kindergarten door with the range of not knowing a single letter name or sound to already being able to read.

Kindergarten now feels like the new first grade, academically (Marxen, Ofstedal & Danbom, 2008) and it is imperative that these new demands on students do not cause more harm than good. Early educators need to remember to put their young students first and to always use Developmentally Appropriate Practices (DAP) when teaching all skills (NAEYC, 2009). Early literacy skills are the foundation that students must have in order to become fluent readers. Educators can help students become successful readers when they create learning experiences that are enjoyable by using songs, rhymes, and poems (Feldman, 2005).

Problem Statement

I currently teach kindergarten in a building with 234 students. I have taught kindergarten for over 21 years in a small rural town in the Midwest. Early literacy is one of the foundational skills that I focus a great amount of the school day teaching my students. Every year about half of my class struggles with learning their *sight words* and I am determined to find an effective way to help my students overcome this obstacle. According to Dolch, 50% -75% of all text is composed of sight words (Dolch, 1948); therefore, it is crucial that I find a way to help my students succeed in this area. Over my years of teaching, I have incorporated active learning techniques whenever possible. In the past, I have seen my students flourish when music and movement have been added to enhance their learning. Rasinski and Padak (2008) stated that automatic word recognition is an important factor to becoming a fluent reader. My plan was to incorporate music and movement by using sight words songs called *sing and spell* that were created and performed by Heidi Butkus (Butkus, 2013) to my curriculum to see if this technique will improve student achievement.

Purpose Statement

The purpose of this comparative quantitative action research study was to investigate the impact of music and movement on sight recognition for struggling readers in my kindergarten classroom.

Research Questions

The primary question that guided this study was: What is the effect of infusing music and movement to help struggling readers with sight word recognition? The sub-questions in this study were: (a) how did the infusing of music and movement affect at-risk student's sight word recognition, (b) how did the inclusion of music and movement impact at- risk kindergarten

students along gender lines, and (c) what impact did parental involvement and student interest have on sight word development? The independent variable was incorporating the sight word songs daily into my classroom. The dependent variable was the sight word recognition ability of my student participants.

Definitions

Developmentally Appropriate Practices (DAP). An approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education.

Prior Knowledge. Information someone gets through life experiences.

Common Core State Standards (CCSS). State standards created to generate a consistent, clear understanding of what students are expected to learn. The standards are currently in place for math and literacy for kindergarten through twelve-grade (National Governors Association, 2010).

Synthetic phonics. Method of teaching reading by first introducing the letter sounds and then builds up to blending these sounds together to achieve the reading of whole words.

Analytical Phonics. An approach to the teaching of reading in which students are taught to analyze letter-sound relationships and look to decode words based letter patterns.

The Orff Approach. A child-centered approach to music education that engages students by incorporating singing, dancing, acting, and playing musical instruments in a relaxed atmosphere.

Limitations

- 1) *First time researcher.* As a first time researcher, there were challenges that I faced that impacted the outcomes of the study.
- 2) *Time.* Limited time due to the fact that I am completing my degree by next summer.

- 3) *Students*. The experimental and control groups used in the study are assumed to be equivalent groups in terms of ability, motivation, and achievement.
- 4) *Attendance*. Students' attendance may have effected the amount of sight word instruction received. This could affect their academic achievement.

Review of Literature

Introduction

The purpose of this study was to explore the impact of infusing music and movement on sight word development for struggling readers in kindergarten. Every child is unique and he or she can be ready to read at different developmental stages. The focus of the study was to (a) investigate the relationship between infusing music and movement and sight word recognition; (b) see if music and movement have an impact on at-risk kindergarten students along gender lines; and (c) the impact that parental involvement and student attitude have on student's sight word development. For this review of literature, I used relevant and recent research to see what methods are best to teach kindergarten students how to read and remember their sight words.

Music and Movement in the Classroom

Educator Marie Montessori once said, "Watching a child makes it obvious that the development of his mind comes through his movements." All children need to be in a classroom environment that stimulates their mind, body, and spirit. Early educators know that school readiness is very important for every child to reach his or her full potential when they come to kindergarten.

A study created by Ritblatt, Longstreth, Hokoda, Cannon, and Weston (2012) focused on the impact that music had on school-readiness skills for pre-school children preparing to go to kindergarten. The results found that the children who were in the music program were more

prepared to learn in kindergarten and had stronger social skills than the group of children that were not enrolled in the music program. Children feel a sense of accomplishment when they can learn through songs. It helps build all beginner reader's self confidence when they can master this skill. Repetitively singing songs helps all beginning readers' self-confidence. Songs are an excellent way to help students learn new words and build on their vocabulary (Sharapan, 2010).

When students are allowed to focus on a skill or concept and use their bodies and voice, they are using the movement-based active learning process (Probst, Brandhagen, & Weikart, 2008). The Orff approach to music instruction was used in a study by Mizener (2008) to find out if music had any effect on the language development of young children. The research found that infusing music with language activities was an engaging way to help students improve their literacy development. In a similar study, Engh (2013) also pointed out the importance of teaching music and language together in an educational setting. The results of his study showed that the use of music increased children's literacy skills.

In summary, research has shown that adding music and movement to the classroom environment can help students become active participants in their own learning and promotes positive self-esteem in children.

Linking Music and Movement with Literacy

“Ideas and feelings expressed in words actually begin in the body...Before you write or speak, there is a physical response” (Minton, 2003, p. 37). In the last several years, brain researchers have been able to make many new discoveries in the study of the human brain. Researchers and educators both agree that children hear sound long before they can ever speak, read or write. When early educators infuse music into their literacy instruction, they promote active learning which helps students develop their memory, recall, phonemic awareness and most

importantly their engagement in their learning (Dyer, 2011).

Eastlund's (2005) research into music and phonemic awareness also showed that the students who received four months of music instruction had higher test scores on their phoneme-segmentation fluency assessment than the students who did not receive music instruction. This researcher pointed out that music not only benefits one's creative side, but can equally enhance one's literacy development as well (Eastland, 2005).

Educators need to use proper assessment tools when looking at each child as an individual. O'Connor (2011) studied the impact of using authentic assessment on the literacy skills of first graders. She used the Observation Survey to determine students' abilities in their literacy skills. The results of the surveys gave the teacher a comprehensive overview of each student and helped the teacher decide how to best help each student on his or her learning path.

Music and movement go together so well that they are hard to separate. Summerford (2009) dedicated a whole book on the topic of movement to enhance education. In her book, she outlines three components to help facilitate student's learning. "Movement anchors learning through the body. Movement energizes and integrates the body and brain for optimal learning. Movement makes learning fun" (Summerford, 2009, p. 7).

Two different studies found similar results, Tomporowski, Davis, Miller, and Naglieri (2008) did research to see what effect exercise would have on students' cognitive abilities and academic achievement. The findings of the research suggested that exercise does have a positive contribution to students' mental processing skills. Reig and Paquette (2009) reported that not only did the use of movement and drama improve students' literacy skills; it also helped students stay on task and decreased student anxiety.

In contradiction to these studies, Kouri and Telander (2008) did a very interesting study

with 30 struggling readers in kindergarten and first grade. The researchers investigated the comparison between singing and reading stories to young children. Their study concluded that music did not improve the students' comprehension skills.

In the preceding studies, evidence has been reported to support the use of music and movement to promote literacy skills in young children. Music and movement help students become invigorated and excited about their learning. Brain research reveals that movement helps children retain information into their long-term memory.

Music and Movement in Sight Word Recognition

World-renowned psychologist Dr. Lovaas was quoted as saying, "If a child cannot learn in the way we teach, we must teach in a way the child can learn." The Literacy Dictionary (Harris & Hodges, 1995) defines sight words as words that are read automatically with little effort by the reader. A common technique that many educators use to promote sight word development is the use of a class word wall.

Researchers Jasmine and Schiesl (2009) did a study on the impact of word walls on the reading fluency of first grade students. They found that the word wall and word activities did help the students improve their reading fluency rates. An excellent way to improve students' automatic word development is to incorporate word games into literacy instruction. Word games help expose students to words multiple times, which helps them become more automatic when they are reading text (Rasinski & Padak, 2008).

Another study instructed four and five year olds using text-only sight word cards and sight words cards with picture support. The researchers also added the element of engaging word activities. The students were interviewed and they expressed that they felt the word game activities assisted them in learning their sight words. The researchers went on to report that the

group who was instructed with the picture-supported word cards out performed the group who were taught with word-only cards (Meadan, Stoner, & Parette, 2008).

Educators spend much of their school day assessing their students on benchmarks set by school districts. These assessments are used by teachers to see how to help each student to continue to progress in his or her academic development. Volpe, Mule, Briesch, Joseph, and Burns (2011) conducted research that utilized struggling readers in the fourth grade. The study compared traditional drill and practice and incremental rehearsal when teaching sight words. The research found that there was not a noticeable difference between the two drill techniques. Volpe et al. (2011) did find that students benefitted from three minute or less drill practice in the classroom when compared to students who were pulled out of the room for a longer period of time for instructional reinforcement.

Wilfong (2008) decided that she wanted to find a fun and engaging way to help children improve word recognition and fluency. She created *The Poetry Academy* and investigated its benefits using a group of 86 third grader students. Wilfong (2008) used poetry because of the short passages and humor that could be enticing to students. The researcher also used adult volunteers and had the students read their poems at home with their parents. The researcher found positive results by using poetry as a reading intervention. Not only did the use of poetry improve reading fluency, it also gave the students more confidence and increased students' attitudes toward reading.

It is important to identify struggling readers as soon as possible, so they can become stronger in their literacy skills. When identifying students at-risk it is vital that educators use multiple assessments when making their decisions. Smith, Scott, Roberts, and Locke's (2008) research showed that looking at a young student's alphabetic knowledge was insufficient in

determining whether the student is at-risk. The researcher's findings revealed the importance of using multiple phonemic awareness assessments to help pinpoint any student who was in need of intervention. In a related study to the importance of early intervention, Vadasy, Sanders, and Abbot (2008) found that first grade students who were given one year of reading intervention continued to benefit from the intervention through third grade.

Gender Differences in Early Literacy Development

Johnston, McGeown, and Watson (2012) used analytic and synthetic phonics methods with ten year old boys and girls. According to their research, the children instructed by synthetic phonics scored higher in word reading, spelling, and comprehension when compared to the group taught with the analytic method. This study also established that boys do better with the synthetic method over the analytic phonics approach. It was suggested that boys might be slower to develop the integration between visual and phonological information that reinforces word reading due to sex variances in the brain when carrying out reading tasks. The early teaching of synthetic phonics may be more effective in developing these interconnections for boys in particular, whereas a method like analytic phonics, which begins with sight words and introduces sounds and blending at a later time, is more beneficial for girls.

In another study of 9-15 year old children, Burman, Bitan, and Booth (2008) found that boys' processing of printed words was related to the areas of the brain concerned with visual processing, and spoken words were managed in areas concerned with auditory and phonological processing. In comparison, girls' performance was correlated with activation in supra-modal zones of the brain during the reading and spelling tasks. Boys did also show activation in these areas, but at a lower level. Burman et al. (2008) concluded that language processing was more abstract in girls and more sensory in boys. Synthetic phonics teaching may support boys in

learning to integrate visual and phonological information, consequently improving their word recognition skills.

Parental Involvement in Early Literacy Development

Parents are their child's first teachers. Parental involvement is generally thought to be a critical component of a child's early academic development. Over the years there have been many research studies conducted to analyze the relation between parent involvement and children's academic achievement in school. A study by Fantuzzo, McWayne, Perry, and Childs (2004) involved parent involvement in their child's early education program. The researchers found a strong correlation between parental involvement and children's vocabulary skills.

Arnold, Zeljo, Doctoroff, and Ortiz (2008) did a more specific study on the relationship between parental involvement and pre-literacy development. The study provided data to verify that high parental involvement was related to increased pre-literacy development in preschool age children. The researchers went on to say that schools need to work with families to create a collaborative partnership to help educate parents to be more engaged in their child's education.

In summary, parental involvement plays an important role in helping students find success in their education. Parents and teachers need to work together as a team to provide every child with positive learning experiences.

Conclusion

Overall, the current review of literature evaluated: (a) linking music and movement with literacy; (b) early literacy development along gender lines; and (c) the influence of parental involvement on student achievement.

Based on my recent and relevant review of literature, I have developed a comparative quantitative action research study to find out the impact of infusing music and movement with

helping my struggling readers in my kindergarten classroom. The design of this study will be discussed in the following methods chapter.

Methods

Participants

This study took place in a small, rural community in the Midwest. The students attended a kindergarten-fifth grade school building of approximately 222 students. The school population is approximately 90% Caucasian with the remaining 10% population identified as Asian, African American, and Hispanic. Approximately 26% of the school population is economically disadvantaged with 10% receiving reduced-price lunch and 16% qualifying for the free lunch program.

Research was conducted utilizing kindergarten students from two comparable classes with equally distributed male and female students. Five struggling readers were identified from both kindergarten classes by using the results from the sight word pretest that was given during the first week of October.

Procedure

This comparative quantitative action research study was implemented from October through December 2013. In October 2013, all the kindergarten students were assessed on the 40 sight words that are identified by the school district. Five at-risk students from two kindergarten classes were chosen to participate in the research according to how they scored on the pretest assessment. Group A represented the experimental group and group B represented the control group in the research study. The experimental group spent ten minutes of their school day learning the actions and singing the sing and spell sight word songs. The students focused on five different sight word songs each week during the first eight weeks of the study. The last two

weeks of the study were used to review songs for a ten minute period each day. The control group was not exposed to the sight word songs throughout the ten week research study. Each week the students in both groups were assessed on the sight word assessment. Student were given three seconds to identify each of the 40 sight words from the district assessment.

A parent survey was also utilized every two weeks asking about parent involvement at home and student attitude in regards to reading interest. The researcher compared each student's data to evaluate the impact of music and movement on the achievement of helping struggling readers develop sight word recognition.

Research Design

The research tools that were utilized consisted of a sight word checklist and a parent survey. The first instrument, a checklist, assessed students on sight word knowledge. The sight word checklist was used to get baseline data on all the students in both kindergarten classrooms in order to identify the five at-risk students in each kindergarten classroom at the beginning of week one of the research. Students continued to be assessed every week for the remainder of the ten week study. The students' weekly scores were reviewed to check student gains on his or her sight word knowledge. The checklist consisted of 40 sight words. The second research instruments, parent surveys, were also sent home to parents every two weeks. The first survey was sent home at the end of week two. The survey was designed to check for parental involvement and student interest and attitudes toward reading. Descriptive statistics will be used to analyze the data from the checklist and parent surveys.

Results

Introduction

The purpose of this action research project was to investigate the impact of music and movement on sight recognition for struggling readers in kindergarten. Ultimately, the researcher wanted to follow the progress of two comparable groups of at-risk students over time in order to answer the question: How does infusing music and movement into sight word instruction affect kindergarten student's recognition of sight words? The researcher targeted October 2013 for the beginning of this action research project and concluded the research mid December 2013.

Parents were informed of the action research study during the fall parent-teacher conferences.

Music and Movement on Sight Word Recognition

The first research question the researcher examined was the effects that music and movement had on at-risk student's sight word recognition. During a ten week time period, students in Group A and Group B were assessed every Monday on the district's sight word assessment (see Appendix A) by using word flashcards. Each student had three seconds to recall each sight word automatically. Figure 1 represents the descriptive statistics for the data from the two groups of at-risk student's sight word recognition.

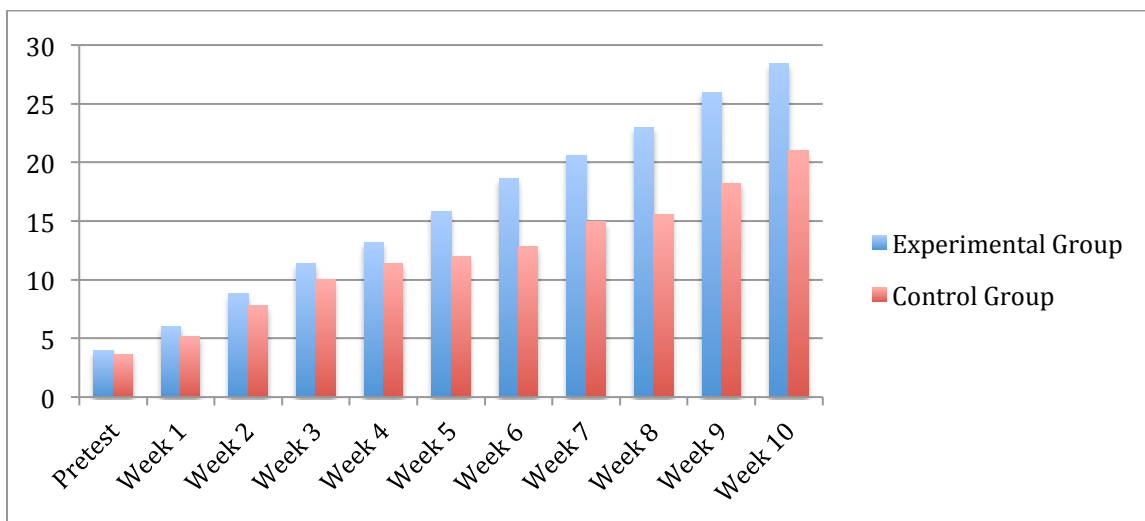


Figure 1. Average weekly score for sight word recognition of two comparable at-risk kindergarten students.

Music and Movement Across Gender Lines

The second research question the researcher investigated was to compare the influence that music and movement had between genders. There were three girls and two boys in the experimental group. The researcher analyzed the results by examining each student's achievement on weekly sight word assessments. Figure 2 presents the descriptive statistics for the data from the sight word assessment of at-risk students across gender lines.

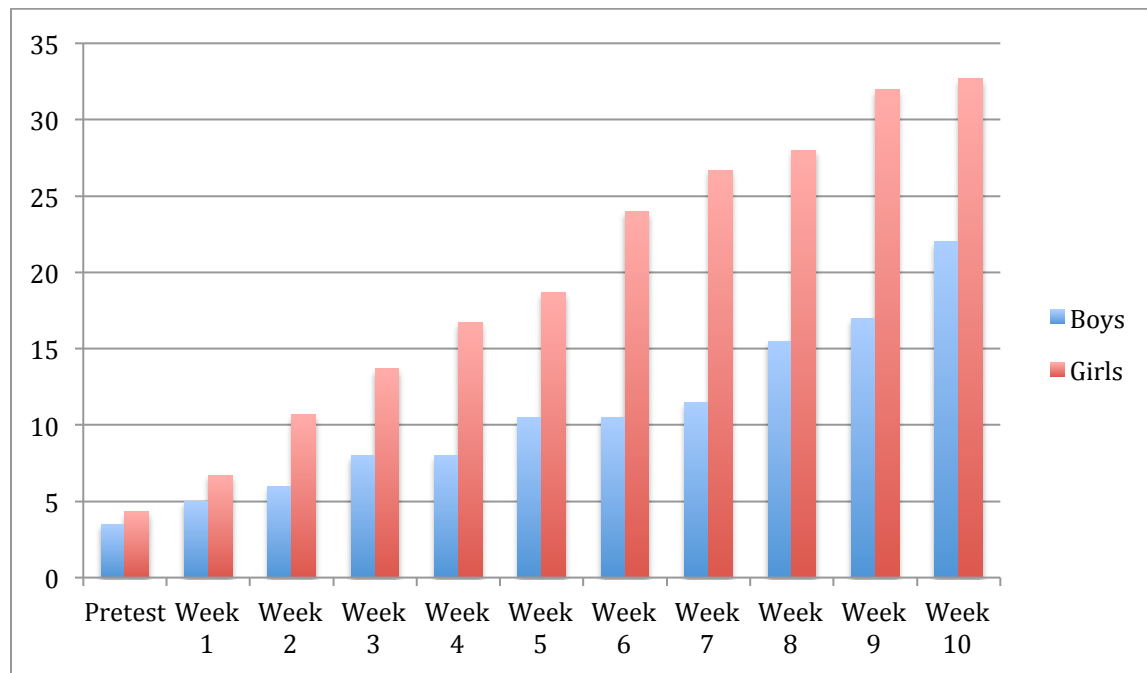


Figure 2. Average weekly score for the sight word recognition of the experimental group across gender lines.

Parental Involvement and Student Interest

The third research question the researcher explored was the impact that parental involvement and student interest had on student sight word achievement. The parent survey was sent home with all students in both kindergarten classrooms every two weeks. Using a Likert-

type survey, the researcher assigned a value to each answer provided on the parent survey. On the scale, never practicing was given the value of zero, practicing sight words at home one-two times a week was given the value of one, practicing three-four times a week was valued at two, and practicing five-seven times was given a value of three. Figure 3 presents the mean score from parents' responses to question one on the bi-weekly survey.

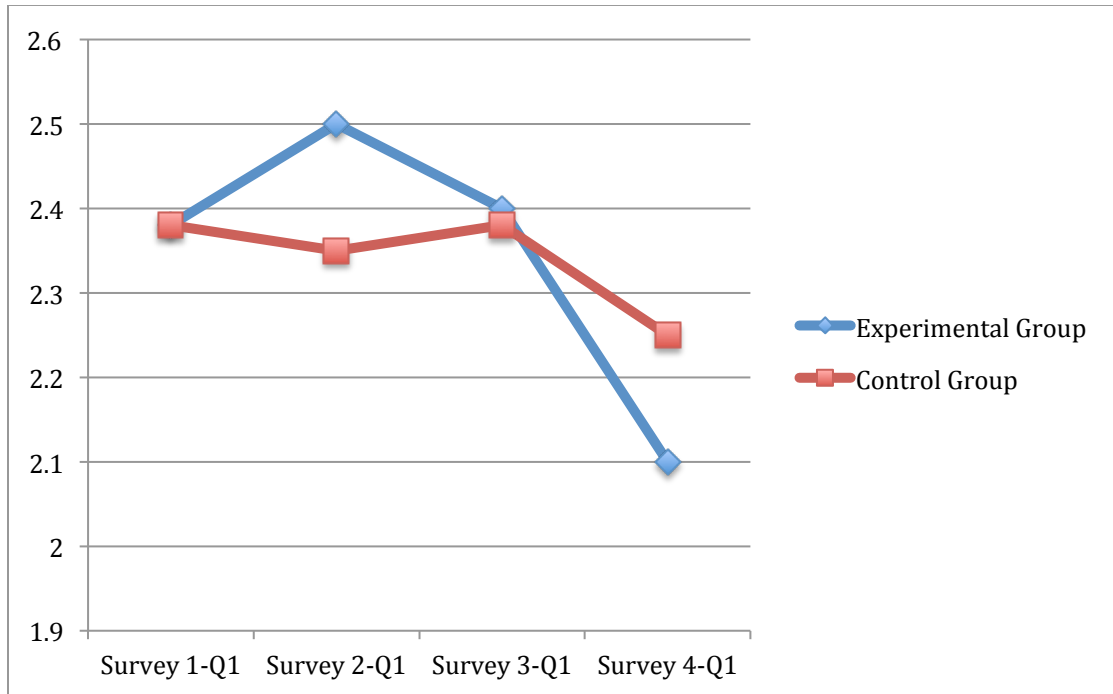


Figure 3. Parents' responses to the question, "I practice sight words with my child at home."

Parents were also asked to rate their child's interest in reading on the parent survey that was sent home every two weeks. Again, the researcher assigned a value to each of the answers provided. Strongly agreed was valued at three, agreed was valued at a two, disagreed was valued at a one, and strongly disagreed was assigned a zero value. Figure 4 represents the mean score from parents' responses to question two on the bi-weekly survey.

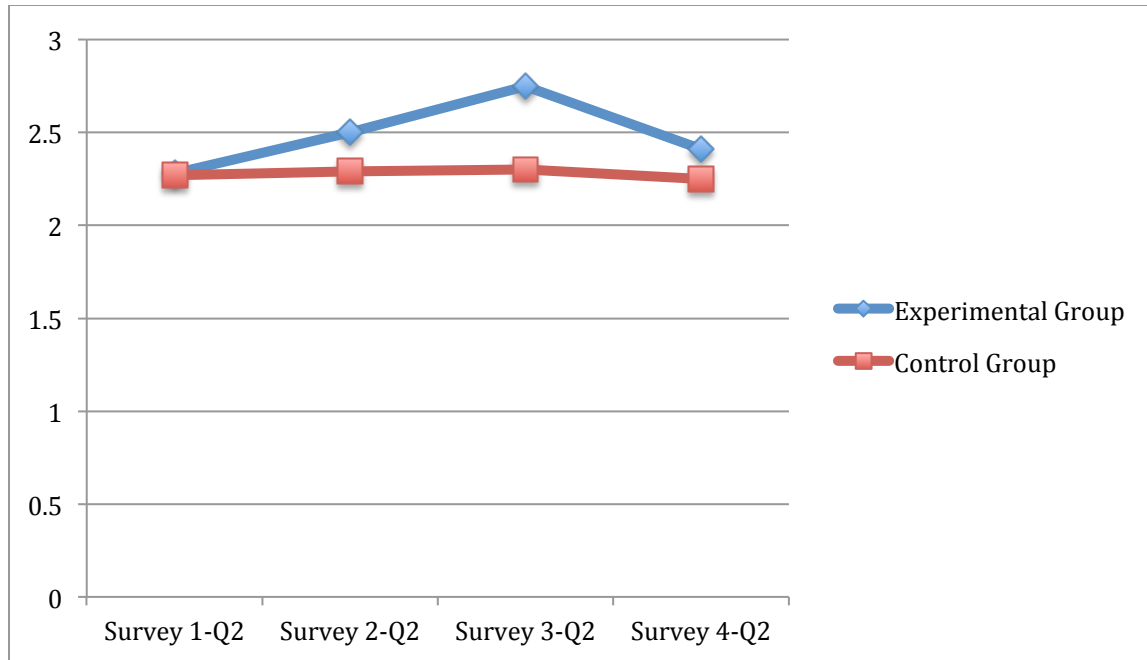


Figure 4. Parents' responses to the question, "My child's interest in reading is increasing."

Conclusion

The results of this research study indicated that incorporating Heidi songs into the daily routine of class helped students learn sight words at a quicker pace than students who were not exposed to the sight word songs. The parent surveys suggested that high parental involvement and student interest had a positive impact on students' sight word development. The following discussion section takes a detailed look at each research question and the interpretations of these results. The researcher discusses how previous studies compare and contrast to the findings of this research study.

Discussion

Introduction

The beginning concepts of my research were based on years of experience teaching kindergarten students. Every year I noticed a continuing trend of students that were having trouble in the area of beginning reading. After taking many reading classes, while working on

my reading endorsement, it became clear that I needed to help my students obtain a solid reading foundation. Since a high percentage of text consists of sight words, it only made sense to focus on the skill of sight word recognition to help my students improve their reading skills. I developed a personal theory that there is a connection between active learning and student achievement from witnessing my students being able to learn all their phonemes through the use of music and movement. This section will discuss an interpretation of findings from the previous section as well as a comparison of similar studies.

Music and Movement on Sight Word Recognition

The first research question that was investigated was the effect that music and movement had on at-risk students' sight word development. The researcher established that students in the experimental group consistently had higher average weekly sight word recognition scores than the control group. The two groups were similar in their composition. The experimental group was composed of three female students and two male students. The control group was composed of four female students and one boy. All students had comparable pretest scores on the district's sight word. The researcher found that most of the students in the experimental group enjoyed singing and moving to the actions of the sight word songs. Children were observed singing the songs on their own throughout the school day and parents reported that their child would sing the sight word songs at home too. A limitation that the researcher discovered was the students who missed multiple days of school had a slower rate of sight word retention. The researcher also noticed a high rate of students spelling the sight words correctly at writing time; so further studies should be done in the area of writing.

For the present study, the results for the first research question were similar to those found in the study conducted by Ritblatt et al. (2012), who found that children feel a sense of

accomplishment when they can learn through songs. Repetitively singing songs helps all beginning readers' build up their self-confidence. Also comparable to this researcher's study was Sharapan (2010) who found that songs are an excellent way to help students learn new words and build on their vocabulary. The researcher found that the current studies showed strong connections to previous studies.

Music and Movement Across Gender Lines

The second research question was to examine the effects of using music and movement along gender lines. The researcher found that the females consistently outperformed the males on the sight word assessment on a weekly basis. The researcher did observe during the song time that the at-risk female students preferred to be up close to the projector screen while the at-risk males tended to hang back and not be as involved with their participation.

A study by Johnston et al. (2012) was similar to the second research question. The researchers found that there may be differences in the brains of boys and girls that affect their reading development. It was suggested that boys might be slower to develop the integration between visual and phonological information. The analytic phonics method, which begins with sight words and introduces sounds and blending at a later time, is more beneficial for girls than boys. The study by Burman et al. (2008) also found differences between genders lines and reading skills. The researchers concluded that boys had improved reading success when they were taught sounds and blending before being introduced to sight words. In comparison, the girls had a higher level of achievement when they were exposed to sight words before sounds and blending.

The current study relates to past studies in the fact that the results show a clear difference between the boys and girls sight word development and achievement.

Parental Involvement and Student Interest

The third research question that was examined involved parental involvement and student interest in reading. The researcher found that it was very worthwhile to take a few minutes during the fall parent teacher conferences to explain the action research study to each family. Most parents were very interested and excited to hear that their child was going to be involved in action research. The researcher also noticed many parents were willing to practice sight words with their child at home, especially since they knew a survey would be asking their involvement every two weeks. The experimental group kept a higher average score throughout the study until the last survey. The researcher feels that happened because most of the students in the class knew all 40 of the sight words by the end of the ten week research study. Therefore those students were no longer practicing sight words because they have moved on to reading poems instead.

Both groups of students started out with the same average score for student interest in reading on the first survey. After that, the experimental group maintained a higher mean score over the control group on the rest of the three surveys. The researcher found that the students were very interested in learning new sight word songs each week and they were excited to use the sight words when they were writing and reading. A surprise the researcher discovered was the way the students were able to spell the sight words correctly when writing in their journals.

Similar to the researcher's study, Fantuzzo et al. (2004) found a strong link between parental involvement and children's vocabulary skills. Also, the study by Arnold et al. (2008) validated that high parental involvement was related to increased early literacy development in Headstart students. When parents and educators work together, students understand that learning is important.

Conclusion

In summary, the researcher determined that the students benefitted from singing Heidisongs on a daily basis. All individuals are unique and have their own learning style. Students' interest in music and movement also had an impact on their sight word achievement. In addition, parental involvement played a role in students' sight word development. Interestingly, the researcher also wants to point out that by March all students in her class meet the district's 40 word benchmark. This is the first year that 100 percent of the researcher's students have ever met the sight word goal. The next section concludes the research study and discusses future implications for the researcher and other educators.

Conclusion and Future Implications

Importance of the Study

The problem addressed through this study focused on the fact that some students have difficulty learning their sight words. The researcher wanted to study the affect of incorporating a child-centered multisensory method to teach sight words to kindergarten students. The overall goal of this study was to research whether music and movement could influence kindergarten sight word achievement. The data collected during the study did support the use of music and movement as an effective means of impacting kindergarten sight word recognition. All students showed growth in their sight word development. The researcher's results coincide with reading experts like Feldman who continues to spread the message that educators can help students become successful readers when they create learning experiences that are enjoyable by using songs, rhymes, and poems (2005).

Lessons Learned

Reflecting back on my study, I find it is important to note the impact that student attendance played on each individual's sight word development. Educators know that when students miss multiple days of instruction, their education can be affected in a negative way. Student interest and attitudes are also another area to consider. Every individual has their own learning style and educators must keep that in mind when planning lessons and activities to use in their classrooms. Some students are auditory, visual, or kinesthetic learners, so active learning is a teaching method that can be use to help all students learn.

Future Implications

The researcher is excited to share the results of this study with other teachers at a district in-service meeting. The results of this action research have also made the researcher even more passionate about finding new ways to teach children through music and movement in all subject areas, not just the area of sight word development. The researcher would like all early education teachers to discover the positive impact that can occur by incorporating sight word songs a few minutes each day in their classrooms.

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Appendix A

Sight Word Checklist

Name _____

	a	come	is	make	do
	i	me	how	play	down
	we	with	find	said	have
	to	my	this	good	help
	the	you	will	she	look
	and	what	be	all	out
	like	are	go	he	off
	see	now	for	no	take

Appendix B

Parent Survey

Date

I practice sight words with my child at home.

Daily (4-7x times) 3times a week 1xtimes a week Never

My child's interest in reading is increasing.

Strongly Agree Agree Disagree Strongly Disagree