

The Impact of Music and Movement on Kindergarten Sight Word Achievement

By

Laura K. Brown

A Capstone Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Master's in Education

Gardner-Webb University

2013

Abstract

The Impact of Music and Movement on Kindergarten Sight Word Achievement. Brown, Laura, 2013: Capstone Action Research, Gardner-Webb University, Beginning Reading/Reading Improvements/Teaching Styles/Multisensory

This action research project was initiated to determine the effects of incorporating music and movement to increase students' sight word recognition and retention rate in a kindergarten classroom. The kindergarten students were assessed within the first four weeks of school to determine the words already possessed and develop a baseline for student growth. HeidiSongs DVD program provided the basis of incorporating music and movement in this study.

Students were assessed periodically throughout the study to determine the growth of each student in the area of sight word fluency. The main assessment tool incorporated in the study was mCLASS[®]:DIBELS Next[®].

Based on the data collected, the HeidiSongs music and movement DVDs did have a positive impact on the students' academic success. All of the students in this study did show growth in their reading sight word fluency and were able to retain words taught throughout the year. By the end of the study in May 2013, seven out of ten kindergarten students were reading sight words on or above grade level requirements. From the beginning to the end of this study, all of the students grew in their reading skills and now are beginning to enjoy reading.

The action researcher was able to follow these same ten students as their first grade teacher. She collected data from the end of the year sight words read and compared with what the students read at the beginning of the year in first grade. Seven out of ten students had retained the skills taught from kindergarten.

Table of Contents

	Page
Chapter 1: Introduction	1
Overview	1
Problem Statement	2
Purpose	3
Research Questions	4
Description of the Community	4
Description of the Work Setting	5
Writer's Role	6
Definition of Terms	6
Summary	7
Chapter 2: Study of the Problem/Literature Review	8
Overview	8
Problem Documentation	8
Literature Review	9
Causative Analysis	13
Summary	14
Chapter 3: Expected Outcomes and Procedures for Data Analysis	16
Overview	16
Design of Study	16
Research Questions	16
Methodology	17
Summary	18
Chapter 4: Data Analysis	20
Overview	20
Report of Results	20

Summary.....	23
Chapter 5: Conclusions, Recommendations, and Implications for Future Research.....	24
Overview.....	24
Conclusions from Results	25
Recommendations Based on Results	26
Implications for Future Research.....	26
Summary.....	27
References.....	28
Appendices	
A K-2 Literacy Assessment	29
B IRB Documentation.....	38
Figures	
4.1.....	22
4.2.....	22
4.3.....	23

Chapter 1: Introduction

Overview

Fancy book bags, boxes of crayons, sharpened yellow pencils, fresh glue sticks, and a new first day of school outfit...everything about starting school for a kindergartener is exciting! Walking in and meeting the teacher and classmates for five year olds on the first day of school is nerve racking. After parents leave and introductions, expectations, and procedures are covered, the teacher begins to teach phonemic skills. After working with these students, the teacher discovers that each child has different range of prior knowledge and different learning styles of phonemic skills. The teacher continues to work with students through three weeks of phonemic skills and begins to introduce blending and reading words. Students practice this for a week and begin to read short sentences. The students begin to realize they are unable to sound out all the words in a sentence and realize there are some words they cannot sound out. The teacher teaches these words as sight words. The teacher tells students that these are words that cannot be sounded out and therefore must be memorized. Some students are not retaining the sight words by traditional teaching methods. This raises a question in the teacher's mind: What can a teacher integrate into a kindergarten classroom to improve students' achievement in sight word recognition?

This action research will share data, research, and strategies on how integrating music and movement can improve students' achievement in sight word recognition. Often lyrics and catchy tunes are retained after hearing a song a few times, so music can be a great tool for presenting and reinforcing sight word recognition. The benefits of

singing and using music to teach have been proven through research. Singing to and with a child is the most effective way to transform her ability to communicate (Blythe, 2011). Daniel Dwase, editor of the online Child Development Guide, said “even better than just singing, though, is to teach songs with actions and encourage your child to dance along to the music, they will learn balance, co-ordination, body awareness and rhythm” (Hill, 2011, para.11). Using music and dancing in a classroom has been found to speed learning comprehension and memorization for students (Butkus, 2012).

Problem Statement

Many of the students who come into kindergarten do not have the previous knowledge of identifying letters, letter sounds, and the ability to read and identify sight words. These reading skills are introduced the first week of kindergarten. Each week in kindergarten students learn a new letter. The school in which the action research is being completed uses the Saxon Phonics program. The first three letters the students learn are l, o, and g. The program then teaches the students to begin to sound out words and blend the words together to be able to read consonant vowel consonant words. There are many words found in texts that students are not able to sound out. These words are called sight words. Half of reading texts are made up of the same 100 words. These words are repeated words in text which include “the”, “a”, “is”, “of”, “to”, “in”, “and”, “I”, “you”, and “that” (Brummitt-Yale, n.d.). Sight words are taught in Saxon Phonics as words that do not follow the rules and must be memorized. Many of these words cannot be illustrated as well. Five and six year old students are not always able to look at the word once and be able to read it again. These words must be practiced and seen multiple times

for the student to be able to identify and read the word correctly. Once a reader masters identifying sight words at least half of the text is then understandable. The sight words offer important clues about the meaning of a sentence (Brummitt-Yale, n.d.). There are several proven techniques that help students learn to identify and read sight words. Saxon Phonics program uses daily flash cards to teach whole word recognition. During the first nine weeks of kindergarten sight word recognition is assessed through our DIBLES Next Reading 3D word recognition list. There are 24 words on three different sets of words. Our grade level has decided that on our report cards we will not assess sight word recognition. By the second nine weeks kindergarten students are expected to be able to recognize 10-36 of the words found on the list provided by the classroom teacher. In January there is another middle of the year assessment with DIBLES. There is not a set number of how many words a student should read, but growth is expected. At the end of the year there is the last assessment. During the end of the year assessment teachers expect students to show the most growth and be able to read most all words on all three lists. Each year the kindergarten and first grade teachers recognize their students are lacking at this skill. Teachers have realized that students are not making progress with traditional teaching methods and there is not much assistance at home. Teachers began to research some new ways of teaching sight words to their students and are now teaching sight word recognition and incorporating music and movement.

Purpose

The purpose of this action research is to understand the influence that music and movement have on kindergarten students who are beginning to use sight words. Music

and movement simultaneously use multiple pathways in the brain that help students stay engaged. When children are learning sight words, they should see them, say them, hear them, and experience them at the same time. Heidi Butkus' research has identified: "through the teaching of simultaneous multisensory techniques, multiple messages are sent out to the brain at the same time. If one pathway to the brain is blocked (as in a learning disability), there are other alternatives" (Butkus, 2012, para. 1).

Research Questions

How does integrating music and movement in a kindergarten classroom affect student achievement in sight word recognition?

Description of Community

The community in which the research was completed is a rural area. The community has a population of 708 people (US Census 2010). There has not been much change in the population in the past 10 years. The population of the community is 12.9% below the poverty line. There have not been any drastic changes in industry within the community. The school district is rather large. It is made up of four zones and each zone houses its own elementary schools, middle, and high school. The school system also has an Alternative School, Early College High School, and a school for students with special needs. There are about 17,600 students in the school system and that makes the school system the 23rd largest district in the state.

Description of Work Setting

This research project took place in the second largest elementary school in the zone. The school houses grades Pre K through fourth grades and has about 382 students and 26 classroom teachers. Each kindergarten classroom has an average of 18 students. The school works diligently to stay knowledgeable of new resources and technology. Faculty and staff participate in staff development and workshops provided by the county. They are willing to do what it takes to meet students' needs. The administrative staff consists of two full-time administrators, one principal and one assistant principal. The school also has a Curriculum Technology Coordinator who provides the staff with many great resources to help meet the students' needs. The faculty consists of 67 members. All teachers are highly qualified. Teacher Assistants are assigned to Kindergarten-First six hours of the school day. There are currently five kindergarten classes, three first grade classes, five second grade classes, three third grade classes, and four fourth grade classes. The average class size is 19 students. The school is recognized as a school of distinction and has made Adequate Yearly Progress. The school has made gains in technology in the past year. Each classroom as of the 2010-2011 school year received a Smartboard and an iPad. Each classroom also has at least two computers, a laptop, a mini-laptop, a document camera, and a mounted projector. In addition the school has two iPod carts. DIBELS and Reading 3D are administered beginning of the year, middle of the year, and end of the year for all K-4 students as a universal screener. In this action research a group of kindergarten students will be the focus in student achievement in literacy and reading skills.

Writer's Role

In this research, the writer will be analyzing the data of a group of kindergarten students in the area of literacy and reading skills. The writer's role at the school is primarily teaching kindergarten, member of the School Improvement Team and school Professional Learning Community. The writer will be analyzing the data and also her method of teaching literacy to kindergarten students.

Definition of Terms

Saxon Phonics: Research-based programed lessons and instructional materials used to teach students letters, letter sounds, spelling, and fluency.

CVC words: Words that have a consonant-vowel-consonant spelling pattern.

Phonemic awareness: The ability to hear, identify, and manipulate individual sounds into a spoken word.

Blending: A skill that students learn to smoothly merge two letter sounds together.

Sight words: Frequently used and repeated words in the English language that cannot be sounded out.

Multisensory teaching: Engaging of multiple pathways in the brain at the same time in the teaching process.

Smartboard: Interactive whiteboard that is digital and touch sensitive used in the classroom.

DIBLES: Dynamic Indicators of Basic Early Literacy Skills: was designed as a set of procedures and measures for assessing the acquisition of a set of K-6 literacy skills, such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension.

Reading 3D: A program that uses quick reading assessments for foundational skills and reading comprehension.

SIT: School Improvement Team: organized group of teachers, administrators, and parents who focus on the improvement of the school and make decisions that help to improve students learning and the school.

PLC: Professional Learning Community: an ongoing process that school staff work together to seek and share learning.

Summary

This action research will exemplify the effects of music and movement in a kindergarten classroom. The data will show the benefits of using music and movement with all students who are becoming first time readers of sight words. Through this research, students will be able to recognize and increase the number of sight words they comprehend through their first year of school. Strategies found through research will be shared with the teachers at the school through professional development workshops and observation of techniques being utilized.

Chapter 2: Study of the Problem/Literature Review

Overview

Sight word recognition is a skill that begins in kindergarten. Students are encouraged to recognize and read the word. Since many of the sight words do not follow the phonemic rules that are taught in kindergarten it is more difficult for students to learn these words. There has been research that has found that music and movement can help the kindergarten students learn the sight words faster and meet the different learning styles that are found in a regular educational classroom. Music and movement simultaneously use multiple stimuli in the brain that help students stay engaged. When children are learning sight words, they should see it, say it, hear it, and do it at the same time. Heidi Butkus' research has identified: "through the teaching of simultaneous multisensory techniques, multiple messages are sent out to the brain at the same time. If one pathway to the brain is blocked (as in a learning disability), there are other alternatives." (Butkus, 2012, para. 1).

Problem Documentation

The problem is that students start kindergarten, and they begin learning phonetic and phonemic awareness skills. They can read consonant vowel consonant words often with ease. There are many other words that students have to learn called sight words. These words do not follow the rules that are taught in phonics. The words are given to students to memorize because the words cannot be sounded out. Memorizing words can be difficult for students around the age of five and six. Students learn in many different ways. Kindergarten students cannot always be taught these words by simply looking at

them once or twice and being able to read them. Teachers can use many different methods of teaching these sight words, but research shows that if teachers are teaching using multi-sensory then the students can retain up to one hundred percent of what is being taught. Research has shown that if no visual aids are used, only lecturing, then students only remember about ten percent. If teachers include visual aids with their lecturing then it increases to thirty percent. If teachers allow the students to verbalize whatever may be taught they will retain forty percent, but if the teacher allows the students to verbalize and include action and movement, the students can retain up to seventy to one hundred percent of a concept in a single lesson. If teachers use music and movement while teaching sight words then many different multi-sensory techniques are being used. If the students can sing an easy song about the word, dance or move while singing, and see the word written then the students should be able to retain up to seventy to one hundred percent (Butkus, 2012).

Literature Review

The traditional style of lecture teaching is becoming obsolete. Teachers and parents are starting to realize the traditional lecture method of having students listen to a teacher centered lesson is not meeting the needs and learning styles of the students today. Children use multiple senses while learning and each student learns in different ways. As a teacher it is important to include as many simultaneous multi-sensory lessons as possible in classroom instructional time. Students should be encouraged to interact, ask questions, and thoroughly understand the concept being taught.

According to research done by Thomas L. Madden on a program titled, “Accelerated Learning” he has realized that the value of this system of learning uses multisensory stimuli in mastery teaching. Information from different sensory modalities such as sight, sound, touch, smell, self-motion, and taste interact and alter each child’s learning process. There are seven intelligences or multisensory responses in which students have a tendency to learn. The first intelligence is linguistic, in which the student will be able to understand the meaning and order of words. The second intelligence is logical/mathematical, which the student will be able to store memory in an orderly or chronological fashion. The third intelligence is musical, which the student has a sensitivity to pitch, melody, rhythm, and tone. The fourth intelligence is kinesthetic, which the student uses the body and needs to handle objects. The fifth intelligence is visual/spatial, which the student perceives the world accurately and recreate or transform aspects of that world. The sixth intelligence is interpersonal, which the student needs to talk through a situation. The seventh intelligence is intrapersonal, which the student has easy access to emotions and understands themselves and others. (Madden, 1995, para. 3)

Heidi Butkus is a kindergarten teacher in California who has developed a curriculum that focuses on simultaneously using multiple pathways in the brain to reach the students. She has spent time conducting research to back up her teaching method of teaching sight words in particular. She says that research shows that in order to get the best learning outcomes, children need to simultaneously use as many of their senses as they can when they practice. Heidi Butkus has developed multiple DVDs called HeidiSongs, that allow children while learning a new word the opportunity to see it, say it, hear it, and do it- all at the same time. Her HeidiSongs DVDs take music, rhythm,

movement, and repetitions to allow children the practice they need to be able to read, recognize and spell words that are being taught in the classroom. Each DVD contains around twenty-five different sight word songs. Each song is to a familiar tune that can easily get “stuck” in the child’s head. An example of a difficult sight word is the word, “the,” the student must recognize that the “th” together forms one sound and the “e” makes a short /u/ sound. To make it even more complicated, the “e” can have the long /e/ sound. The focus of phonics in kindergarten is to concentrate on the alphabet letters and the sound each letter makes which sight words do not follow. In HeidiSongs students follow Heidi along and sing and dance like she does in the video. The song “the,” is taught to the tune of “Hot Cross Buns.” The lyrics to the HeidiSong are, “T-H-E! T-H-E! I can spell the! T-H-E!” Students are pointing and bouncing their hand to the right while singing. When the lyrics say “I can spell the” students point to themselves then continue to point and bounce their hand to the right. This multisensory lesson speeds learning comprehension and memorization for all levels of students. This helps students with learning disabilities because if one learning style or technique is not functioning, there are other alternatives. If a child cannot learn just by listening, there are other pathways available through which to learn. As a teacher it is important to include as many simultaneous multi-sensory lessons as can be incorporated in the instructional time. Heidi has also included in her research that people retain only 10% of what they hear, 30% of what they hear and see, 40% of what they hear, see, and say, and 70% to 100% of what they hear, say, and do. (Butkus, 2012).

The benefits of using multisensory activities in the development of language skills and learning should start as young as babies and infants. Sally Goddard Blythe, a

consultant in neuro-developmental education and director of the Institute for Neuro-Physiological Psychology, says “Parents should sing to their children every day to avoid language problems developing in later life. Too much emphasis in the early years is placed on reading, writing and numeracy, and not enough on the benefits of singing (Hill, 2011, para. 2).” Growing numbers of children enter nursery and school with inadequate language and communication skills, according to the National Literacy Trust, often because their parents have not helped them develop communication skills. Blythe believes that singing to and, later, with a child is the most effective way to transform the child’s ability to communicate (Hill, 2011, para 3).

Sight word recognition is an important skill that must begin to be taught in kindergarten. Kindergarteners start the beginning process of reading the first day of school. Phonic programs teach students to sound out the letters in the word to read the word. These programs identify words that do not follow the rules and therefore the student cannot sound out the word to read it. These words must be learned and are identified as sight words. This can cause the student to become frustrated. In order for students to become thriving readers, they have to be able to see the word and recognize it. This can be a hard concept for students at the age of five and six. There are many strategies that research has found as being effective for reading sight word success. A research article read suggests teaching sight words with pictures. They suggest presenting the student with illustrations of the sight words along with the printed word to allow them to make the connection between the object and the word. The second strategy is listening to and saying sight words. Learning to read the word is simply a matter of making a connection because the children already know the word since it is already in

their vocabularies. The third strategy is teaching through repetition. Repetition is important because children learn when given the opportunity to read and write it multiple times. This helps the child to commit it to memory the more he sees it. The fourth strategy is seeing the sight word in context. It is important when teaching and practicing the sight word to put it into a sentence and then to have the child use the word in a sentence. This helps to develop an understanding of the word's significance and meaning. The fifth strategy is teaching through music. This gives the students the opportunity to use different parts of their body to learn the word. The sixth and last strategy is to teach with games. Many students learn better and strengthen their retention through hands on activities (Teaching Sight Words – Effective Strategies for Reading Success, 2012). These strategies go along with Heidi Burtkus' strategies using her Sing and Spell DVDs.

Causative Analysis

Kindergarten children often have difficulty learning sight words. Some children have a lack of prior knowledge as they enter into kindergarten, and some students have trouble sounding out some words. Students come into kindergarten with little to no prior knowledge of reading. Many times it is the responsibility of the classroom teacher to teach the students to read and comprehend these words. An example of a sight word that can be difficult to sound out is the word "said." The "s" and the "d" can be sounded out phonetically, but the middle of the word has a short "e" sound with the two letters "ai" not sounded at all. The HeidiSong video gives a short, fun song with the word written out onscreen with fun movements to follow along as the children sing and dance in an

engaging way. The lyrics are sung to the tune of “Oats and Beans.” The lyrics are, “Said is spelled S-A-I-D. Said is spelled S-A-I-D. If you really use your head, you can learn to spell, I said.” Students put their hands to their mouth when singing and pretend to write the word “said” on their left palm. Students then point to their head when singing, “If you really use your head” and then point to a friend when singing, “you can learn to spell, I said!” The children love to dance and sing, and they want to sing the song all day long! Heidi Butkus (2012) states, “Children use multiple senses simultaneously to practice the material, rather than using one of their senses at a time. In order to get the best learning outcomes possible, children need to simultaneously use as many of their senses as they can when they practice.” When using these methods in teaching kindergarteners sight words, they help to “speed learning comprehension and memorization for all levels of students. The struggling students begin to progress, and the more advance students start to soar.” All students can learn and progress at the same time, even if their achievement levels span from students that barely know more than a few letters to those that can read fluently” (Butkus, 2012). Teachers should use different methods of teaching in their classroom to include as many simultaneous multi-sensory lessons as they possibly can in instructional time.

Summary

Incorporating music and movement into classroom instruction has a strong connection with students comprehending the material being taught. Music and movement use multiple parts of the brain that otherwise might not be met if the student has had something to block a pathway in the brain. The best way to meet all the learning

needs in one's classroom is to include as many simultaneous multi-sensory lessons as possible.

Chapter 3: Expected Outcomes and Procedures for Data Analysis

Overview

According to Butkus (2012), if we can get our students to hear, see, say, and do all at the same time- in a lesson, we can get anywhere from 70 – 100 % retention of a concept in a single lesson. Students coming into kindergarten classrooms every fall do not have the skills to read sight words. When beginning to teach sight words to five and six year olds it is difficult to show them a word and expect them to read it, comprehend it, and use it in a sentence correctly. When the teacher includes multi-sensory to teach sight words the students will be able to retain and be more excited about learning.

Design of Study

The researcher used qualitative research for this study. This research was conducted in a kindergarten classroom with ten students and implemented by the researcher. The researcher obtained permission to complete the study from Gardner Webb University and the researcher's assigned school (see Appendix B). The goal of this study is to determine the effectiveness of using music and movement on kindergarten sight word achievement. The results of the study will be determined based on grade level sight words and DIBLES Next Reading 3D word recognition list.

Research Question

How does integrating music and movement in a kindergarten classroom affect student achievement in sight word recognition?

Methodology

Participants – The participating students in this study will consist of ten diverse students from one kindergarten class. These students are five to six years old and one student is autistic.

Instruments – The researcher will use DIBLES Next Reading 3D word recognition list. The researcher will also use researched based strategies from Heidi Butkus.

Procedure – The researcher will have students participate in learning at least one new sight word each week. Students will have a booklet of sight words to study at home. The participants will be instructed five days a week for 10 to 15 minutes on sight word recognition. The instruction will include introduction of the word, having several students use the word correctly in a sentence, reading and spelling the word together. Students then watch HeidiSong of the new word. Students sing along with Heidi. As the students sing along they are able to see the word, spell the word, and move and dance. An example of some sight words Heidi includes in her DVDs are “do” and “are.” The word “do” is sung to the tune of “Skip to my Lou.” The pronunciation of “do” sounds like /d/ /u/. “Do” is a hard sight word for some students to learn. The lyrics to the Heidi song “do” are, “D-O! What shall I do? D-O! What shall I do? D-O! What shall I do? My little dog went doo-doo.” Students are putting their hands out like they are asking a question through out the song. When they sing “my little dog went doo-doo” students brush away the stinky air and make a stinky face.” The HeidiSong to the word “are” is sung to the tune of “If You’re Happy and You Know It.” The lyrics to the song “are” are,

“Oh, the seal at the zoo says to me, “Are, are.” First an A, then an R, then an E. Are, are. Oh, his favorite word is are, and he sings it like a star. First an A, then an R, then an E. Are, are!” Students are clapping their hands like a seal and walking like a seal while singing the song. The catchy tune, the message in the song, and the repetition of the message make this about impossible for the students not to sing, dance, and learn these sight words. The students will sing the song throughout the day. Each word that had been previously taught was reviewed with HeidiSong and flashcards. The teacher added the new word to a poster beside the door. The word became a “password.” The students had to read the word before they had permission to be excused out of the classroom. The words were repeated throughout the day through writing and finding the words in text. The same procedures were done with each newly introduced sight word throughout the year.

Each nine weeks of instruction the researcher will administer an assessment for words taught in class. The result will be analyzed to determine the growth of the participants’ sight word recognition for report card grade. The data used for the research will be from the DIBLES Next Reading 3D word recognition list assessment. The beginning of the year assessment will be given to students in September, the middle of the year assessment will be given to students in January, and the end of the year assessment will be given to students in May.

Summary

Students in kindergarten have a difficult time learning sight words. Some kindergarten students do not have the prior learned skills to read and understand the

meaning of words. The purpose of this research is to determine the correlation of using music and movement while instructing kindergarten students. The ten participating students from kindergarten will be instructed five times a week using researched based strategies.

Chapter 4: Data Analysis

Overview

The primary goal of this study was to determine the effects of including music and movement in classroom instruction within a kindergarten classroom. The researcher's interest in the study was sparked by the use of HeidiSongs DVD's within a classroom. The researcher needed to determine if music and movement benefited students while learning to read and memorize sight words. The main purpose or goal of the study was to determine if incorporating music and movement would increase the students' ability to learn the words at a faster rate. After learning the song that goes along with each sight word, would the students be able to use these skills to read, spell, and retain more effectively before leaving kindergarten? Within this chapter the results of the study will be reported and a summary given.

Report of Results

Each week a new sight word was introduced. The teacher introduced the sight word to the students and had students use the word in a sentence. After students had an understanding of the word the teacher then had students sit in their seats and watch Heidi sing and dance the new sight word. After the students watched the video, they spelled the word aloud several times before they were allowed to stand up and sing. The students would practice with Heidi a couple of times. Previously-learned sight words were then reviewed. The new sight word was also added to a poster beside the classroom door. It became the password of the week. Students had to read the word before they were

allowed to be excused out of the classroom.

The results from the DIBLES Next Reading 3D word recognition list given during the first four weeks of kindergarten provided the data to develop a baseline. This score is from the reading 3D program. The total raw score for the number of words was 24. The baseline data showed that the average number of words students recognized at the beginning of the school year was 7.2 words. The mid-year assessment was given four months later with the same word list. The assessment data showed that the average number of words students read was 14.5 words. Students that read 18 words or more on word list A they were able to read word list B during the mid-year assessment. Five out of ten students were able to read words from word list B. The average words students read from list B during the mid-year assessment was 14 words. In June 2013 the end-of-year assessment was given to students. Students were to start with word list A then prompted to read B, and if enough words were read, the students would be prompted to read words from list C. The average of words read at the end of the year for list A was 20.3. The average of words read for list B was 19.8 and eight out of ten students were prompted to read from list B. The average of words read from list C was 14.3 and six out of 10 students were prompted to read from list C. Since students did not meet the baseline of reading 20 words they were not prompted to read list C. These four students who did not read from list C by the end of the year scored lower on list B. These four students were in the lower percentile of the classroom demographics.

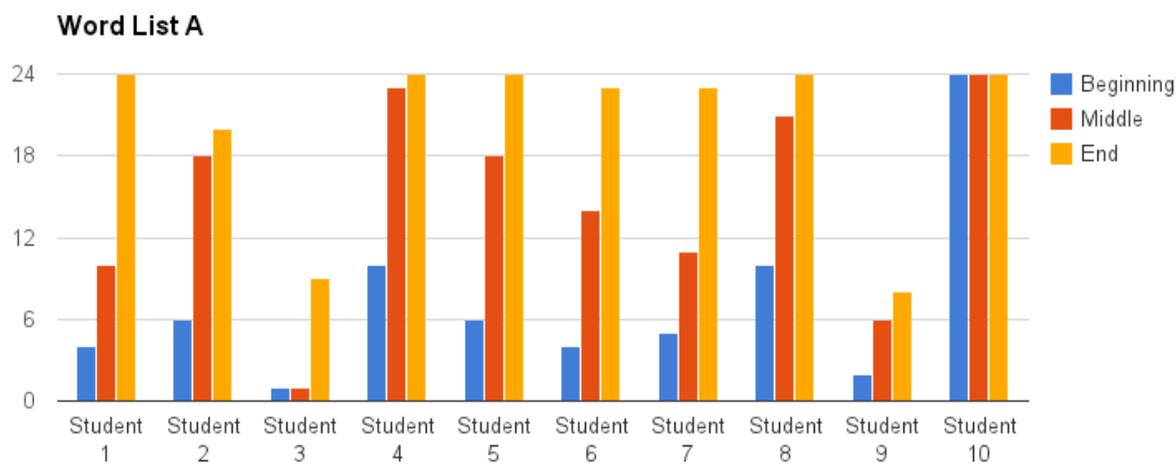


Figure 4.1. The graph represents the ten students score on Sight Word list A from beginning of the year through the end of the year benchmark assessment.

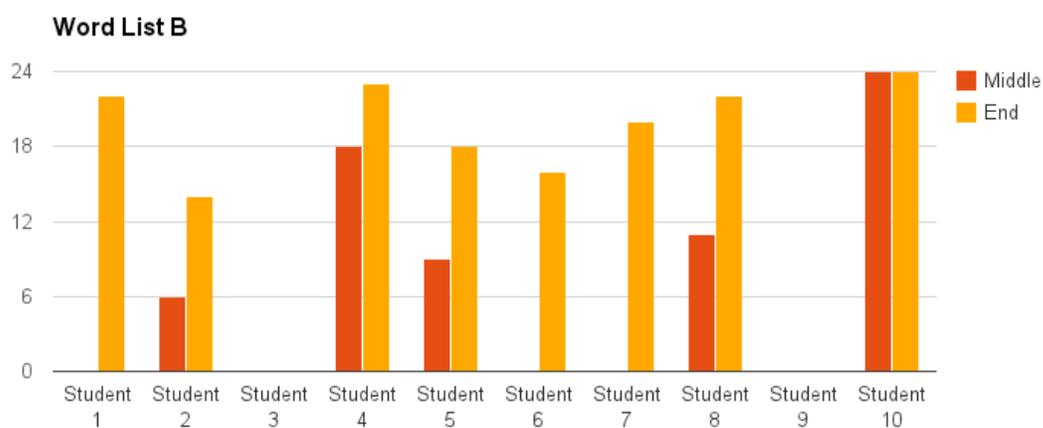


Figure 4.2. The graph represents the ten students scores on Sight Word list B from the middle of the year and end of the year benchmark assessment.

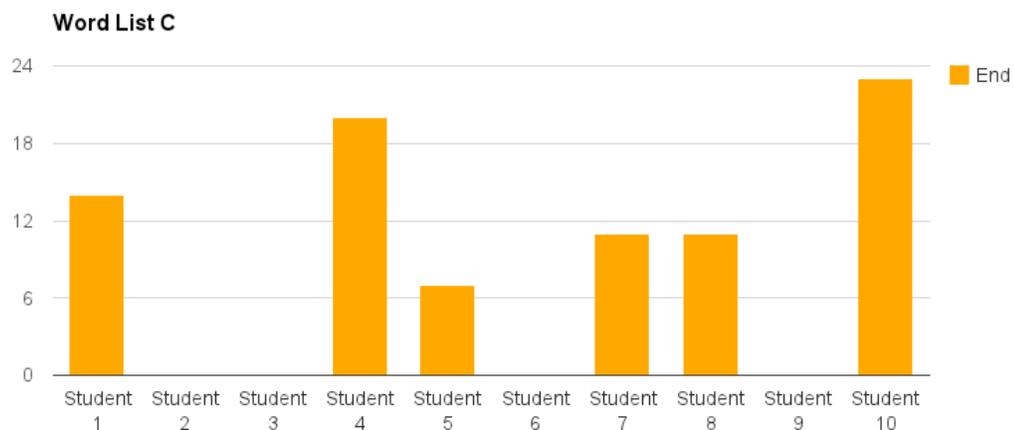


Figure 4.3. The graph represents the ten students' scores on Sight Word list C at the end of the year benchmark assessment.

Summary

Data were collected in a kindergarten classroom in order to determine the effects of music and movement on the students' ability to learn and recognize sight words, using HeidiSongs DVDs. The DIBLES Assessment provided data which were used in this study. Data were collected during the first four weeks of school through the end of the school year in June.

Chapter 5 – Conclusions, Recommendations, and Implications for Future Research

Overview

An action research study was completed in a single kindergarten classroom in a public school. The study researched the effects of a child friendly music and movement curriculum, “HeidiSongs”, in a kindergarten classroom. Interest in the study was sparked by the continuous emphasis placed on students’ memorizing sight words without having prior knowledge or skills to read. The local school system uses Saxon Phonics to teach phonics and in the Saxon curriculum sight words were introduced on flash cards to students and the students are expected to just see the word and memorize it through flashing repetition. “HeidiSongs” DVD program teaches sight words using song and dance in an opposite manner to the Saxon phonics program and the memorize method. With such emphasis being place on the DIBLES Next assess, the researcher wanted to study the effects of music and movement learning to identify sight words and on student growth.

The main goal of the study was to determine if incorporating music and movement such as HeidiSongs in the kindergarten classroom would increase the students’ ability to learn sight words at a faster rate, while assisting the students in reading and spelling sight words more effectively before leaving kindergarten. Based on previous research completed, the expectation was that the results would be favorable and demonstrate that music and movement was a more effective means of teaching sight word recognition. HeidiSongs DVD allows students to practice spelling and reading individual sight words to song and movement. HeidiSongs increases their interest and

excitement. Students are active and simultaneously using their senses as they are learning and reviewing sight words. Within this chapter is a discussion of the conclusion based on results, recommendations based on results, implications for future research, and a summary.

Conclusions from Results

The researcher concluded, based on the study, that music and movement does have an impact on students' ability to read and recognize sight words. The majority of students in the study met the benchmark goal at the end of the year assessment. Although the majority of students did begin kindergarten with some knowledge of sight words, only one student had knowledge of reading all sight words. This one student is a high functioning autistic student. He started kindergarten being able to read books such as the Harry Potter series, but he had little comprehension. By the mid-year assessment, halfway through the school year, six out of ten students could read half of the first reading list. There was one student in the mid year who did not make any growth. In the mid-year assessment five out of ten students were able to read more advanced words from the second word list. By the end of the year assessment all students had shown growth. There were six out of ten students able to read words from the third word list. All ten students were able to show growth from the beginning of the year assessment to the end of the year assessment.

Recommendation based on Results

Based on these results, the researcher supports using music and movement to improve kindergarten sight word achievement. The growth documented by the students encourages the use of HeidiSongs to incorporate music and movement within a kindergarten classroom. The researcher taught one new sight word using HeidiSongs a week within the first eighteen weeks of school. This was done to focus on one word so that students are able to understand the word and the researcher found that there was more success with going at a slower pace for students. The last eighteen weeks the researcher taught two or three sight words with HeidiSongs within a week. Using HeidiSongs allows learning to be interactive, exciting, and meaningful for the students. The researcher was able to follow the students to first grade. At the beginning of first grade students were assessed again through DIBLES with the same sight word lists. All ten students retained the knowledge of the sight words.

Implications for Future Research

If one wished to continue research there would be the suggestion to research the effects of music and movement in all content areas, not just the area of sight word achievement. I would also suggest to research all kindergarten teachers within a school to discover the growth when incorporating HeidiSongs when teaching sight words. I would also wish to know if the students were provided CD's and song sheets to sing and practice HeidiSongs at home if assessment scores would be affected.

Summary

In summary, the problem addressed through this study focused on the fact that students were not learning sight words at the appropriate rate. The purpose of this study was to incorporate a child-friendly multisensory technique to teach sight words to kindergarten students. The goal of this study was to research whether music and movement could impact 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 achievement. All students demonstrated growth in reading sight words. The majority of the students at the end of the study were performing at grade level expectations in the area of reading sight words. Through the use of HeidiSongs and music and movement the students are able to use multiple pathways in the brain that help students to stay engaged.

References

- Anonymous. (2008) Teaching sight words: Effective strategies for reading success. *Study Break Material*, Retrieved from <http://www.k12reader.com/sight-word-teaching-strategies/>
- Brummitt-Yale, J. (2012). Benefits of teaching sight words. *Study Break Material*, Retrieved from <http://www.k12reader.com/six-benefits-of-teaching-sight-words/>
- Brummitt-Yale, J. (2012). What are sight words?. *Study Break Material*, Retrieved from <http://www.k12reader.com/what-are-sight-words/2/>
- Butkus, H. (2011). *Heidi songs*. Retrieved from <http://www.heidisongs.com/contact/page.php?id=1&keywords=Research>
- Hill, A. (2011, May 8). Singing to children may help development of language skills. *The Guardian*, Retrieved from <http://www.theguardian.com/lifeandstyle/2011/may/08/singing-children-development-language-skills>
- Madden, T. (1995). Accelerated learning: A "multisensory" textbook. *Management Review*, 84(6), 3. Retrieved from <http://connection.ebscohost.com/c/articles/9507061501/accelerated-learning-a-multisensory-textbook>



Word Recognition List A

WR

I

at

is

to

like

me

it

am





Word Recognition List A

WR

come

and

a

in

here

up

go

see





Word Recognition List A

WR

my

you

look

the

said

we

on

can





Word Recognition List B

WR

one

got

his

with

she

for

have

went





Word Recognition List B

WR

he

will

they

yes

run

was

big

not





Word Recognition List B

WR

where

day

out

down

of

are

from

little





Word Recognition List C

WR

who

her

then

get

away

came

could

why





Word Recognition List C

WR

again

first

do

eat

mother

saw

what

after





Word Recognition List C

WR

there

make

did

because

father

want

has

night





THE INSTITUTIONAL REVIEW BOARD
of
GARDNER-WEBB UNIVERSITY

This is to certify that the research project titled
The Impact of Music and Movement in Kindergarten Sight
Word Achievement
being conducted by Laura Brack

has received approval by the Gardner-Webb University IRB. Date 8/02/13

Exempt Research

Signed [Signature]
Department/School/Program IRB Representative

[Signature]
Department/School/Program IRB Member

Expedited Research

Signed _____
Department/School/Program IRB Representative

Department/School/Program IRB Member

IRB Administrator or Chair or Institutional Office

Non-Exempt (Full Review)

Signed _____
IRB Administrator

IRB Chair

IRB Institutional Officer

Expiration Date _____

IRB Approval:

Exempt Expedited Non-Exempt (Full Review)

**Gardner-Webb University
Institutional Review Board
Application to Conduct Research with Human Subjects
(Researcher must complete this form before request can be submitted to IRB)**

Name of Researcher Laura Brown **Date** 11/13/2012

GWU ID# 000701577 **Email Address** lbrown9@gardner-webb.edu
brownlk9@gmail.com

Mailing Address 112 Alex D Owens Dr., Kings Mountain, NC 28086

Phone 704-692-6815

Department Elementary Education

Faculty Sponsor (if student research) Dr. Nanney

Title of Research Project The Impact of Music and Movement on Kindergarten
Sight Word Achievement

What is your hypothesis/research question(s) What is the affect of using music
and movement while instructing Kindergarten students in sight words?

How many subjects do you expect to use, and how will you obtain this sample?
The researcher plans to use eighteen students enrolled in the 2012-2013 school year
of her Kindergarten classroom.

**What is your research methodology? Attach any tests to this form with the
appropriate references.**

The researcher will be conducting a qualitative action research project. The
researcher will use field notes based on observations of students from teacher
developed tests that have been reviewed and approved by a group of peers.

Describe the research procedure. Attach a copy of the consent form and a copy of the debriefing statement. Describe how and when these will be used.) A consent form will be given to parents in the beginning of the research project. A pretest will be given to students to determine prior knowledge of sight words. Students will be exposed to selected sight words through daily practicing and lessons using Heidi Songs DVDs. Students will also participate in guided and independent games, technology software, and literacy lessons. Through out this process notes based on observations of students will be collected. Semiweekly assessments will determine students progress. A post test will be given at the end of the action research. The results will determine the importance of music and movement in classroom instruction.

Does this research pose risk to the subject? If so, what protocol will be enacted to protect the subject? The research project does not pose a risk to the subjects.

Does this research involve deception of any kind? (If applicable, please explain.) The research does not involve deception of any kind.

Will any incentives be used? If so, please explain. During the research project there will be no incentives being used.

How will you protect the subject's right NOT to participate in your research? In order to protect the subject's right not to participate in the research project, a parent letter will be sent home giving them the opportunity to decline participation.

How will you protect the subject's confidentiality of research? The researcher will

protect the subject's confidentiality results by not revealing a student's identity or person information in the project.

How, when, and where will the research results be reported?

The research will be reported in the Capstone presentation heard by grade level teachers, Gardner-Webb peers, and course number 635 professor. The research results will be presented in the Capstone, reflection journals, and posted on Task Stream.

If this changes, be sure to contact the IRB with an update. If, for example, a faculty member publishes research results, he/she should forward this information to the IRB.

When do you anticipate completing this research? June 2014

Signatures:

Researcher Laura Brown **Date** 2/19/12

Print Above Name Laura Brown

Faculty Sponsor Ron Nannery **Date** 2-19-13
(if student research)

Print Above Name Ron Nannery

Required attachments:

- **Copy of Informed Consent Form**
- **Copy of Course Completion Certificate**
- **Permission to use published instruments (if applicable)**
- **Signed institutional permission or IRB application (if applicable)**