

Song Bags

Strategies / Interventions.

Songs are a great way to promoting children's speech and language development. It can help children who have very little language or those who have English as a second language. If children are less reluctant to join in, by just letting them listen to the songs is benefiting their development. Listening the different tones and words spoken can be just as beneficial as actually singing the songs.

- Sing songs that also involve sounds, this enables children that are less confident in singing to join in with the sounds.
- Sing songs slowly, this allows children to listen to the words spoken rather than it sounding like jumbled up words.
- During song time don't forget to sing songs that are familiar to children as they need lots of repetition
- Communicate with parents the songs you are singing at nursery so they can share these with children at home.
- Use props such as puppets/objects to represent the song
- Create a song bag that is in sight for children to see; therefore when they see a practitioner getting this bag they know this is song time.



Song Bags 2 – Resources

- BOAT: Row, row, row your boat
 - FISH: 1-2-3-4-5 Once I caught a fish alive
 - WATERING CAN or SHELL: Mary, Mary quite contrary
 - RUBBER DUCK: 5 little ducks went swimming one day
 - TEDDY BEAR: Round and round the garden
 - SPIDER: Incy wincy spider
 - TRACTOR: Old MacDonald had a farm
 - RABBIT: See the little bunnies sleeping
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- BUS: The wheels on the bus
 - SHEEP: Baa baa black sheep
 - CLOCK or MOUSE: Hickory dickory dock
 - HORSE: Horsey, horsey don't you stop
 - DOG: How much is that doggy in the window
 - HUMAN FIGURE: Head, shoulders, knees and toes
 - TEAPOT: I'm a little teapot
 - FRYING PAN: Five fat sausages sizzling in the pan
 - GLOVE: Tommy Thumb, where are you?
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- MONKEY: Five little monkeys jumping on the bed
 - FACE CLOTH: This is the way we wash our face (Mulberry bush)
 - SOLDIER: The grand old duke of York
 - INSTRUMENT: I am the music man
 - FROG: Five little speckled frogs



Make a list of the songs you sing at nursery and go to the charity shops to find an object to go with each song. You will probably have most resources already at your setting. You might limit the choice you give to those children who find it hard to process information. This resource is a great addition to any child and should be part of the universal offer.