

The More We Get Together: Differentiated Literacy Guide

Oral Language, Fluency, and Comprehension:

Build a joyful community of learners by singing, signing and reading this affirming song every morning. When a child is singing and signing “happier” with a smile on their face and movements that flow upward from the heart, the child’s mental state becomes more joyful and relaxed – the optimum state for language learning. The teacher may choose to use the music CD to provide support for the initial singing. Soon, however, one can invite the more musically literate children to help start the songs and keep them flowing. Children enjoy being “expert” song leaders.

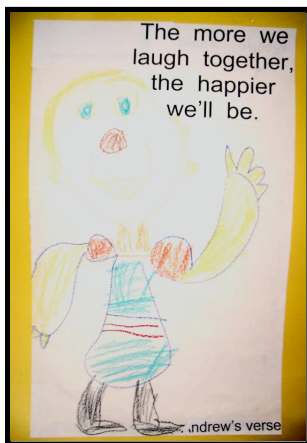


Build Language Skills and Creative Thinking:

Invite the children to make up new verses. Ask – “What else do we do together that makes us happy?” Model the sentence, “The more we _____ together, the happier we’ll be.” Children might suggest sing, hug, laugh, or run. Thank them for creating a new verse to the song. “The more we sing together the happier we’ll be. For your songs are my songs and my songs are your songs...”

Children will build adaptations, substituting nouns for nouns, adjectives for adjectives, and verbs for verbs.

Use self-sticking notes to cover up the original words in the Big Book and write the child’s new ideas. Consider making a class Big Book with children’s illustrations and creative adaptations of this favorite song.



The Spelling Chant

You can say thē
and
You can say thē
But it's always spelled
t-h-e



W



e

Use Sign Language to Enhance Comprehension:

Teach children the song in sign language, using the teaching video if needed. This is especially powerful for children who are English language learners. Signing focuses children’s attention on the meaning of language. Talk about each sign. Teach ASL with expression! Encourage children to share their new language skills with their family, building enthusiasm for learning and parent connections. Send home a copy of the American Sign Language (ASL) guide for this song.

The More We Get Together

The more we get together,
together, together,
The more we get together,
The happier we'll be.
For your friends are my friends,
And my friends are your friends.
The more we get together,
The happier we'll be.

Entre Más Nos Reunimos

Entre más nos reunimos,
reunimos, reunimos,
Entre más nos reunimos,
Más felices tú y yo.
Mi amigo es el tuyo, y el tuyo es el mío,
Entre más nos reunimos,
Más felices tú y yo.

Materials:

- Music is Magic CD
- The Magic of Signing Songs video
- Nellie Edge Read and Sing Big Book™ The More We Get Together
- Copies of the Little Book for each child
- ASL sign language guide
- Pointers
- High-frequency bookmarks and “by heart” word wall
- “Magical Memory Reading” Precedes Guided Reading (parent article)
- “Parents as Partners” letter
- How to use The Neurological Impress Method (parent article)

Phonemic Awareness and Multilevel Literacy Objectives:

- Oral language fluency
- Word counting
- Isolating beginning and ending sounds
- “Magical memory reading”
- Guided and independent reading
- Conventional spelling – “the end” and “friend”
- Reinforcing high-frequency (“by heart”) words: the, my, we
- Learning concepts about print
- Language comprehension through ASL

Shared Reading: Teach Concepts About Print

Connect the oral language to print by using the Nellie Edge Read and Sing Big Book™ or writing the song on chart paper. Track the print as you read and sing. Invite a student to track the words. Notice concepts about print in the title. Remember to read and do the spelling chant with the last words “T-h-e E-n-d, The End!”

Explicit Phonemic Awareness and Connect-to-Print Mini-lessons:

Teach one of the following short, engaging phonemic awareness mini-lessons while keeping the love of language alive.

Word Counting –Listen while I say the name of our song. *The More We Get Together*. Count the words using fingers. Connect the oral language to print. Read the title from a language strip that gets pulled out of a tag board sleeve. Cut each word off as the children read the title and count the words again.

Isolating Beginning and Ending Sounds – The sign for happiness shows that happiness flows upward from the heart. Happiness and hear – what do you notice about the beginning of each of those words? Isolate the “h” sound and brainstorm other words that begin with “h”. Return to singing and signing the song.

Friends is a linking together of fingers, like finger hugs. What do you notice about the ending sound of fingers, hugs, and friends? Feel your lips where the “s” sound comes out. Make the letter “s” in the air. Sign the letter “s”. Let’s put that “s” sound at the end of the word whale – whale-s, cat-s, dog-s, hippo-s... **Punch out the ending sound!**

Onset and Rime – We – listen to that word. Sign the letters. The “e” says its name. Make a list of other words that have that sound at the end – we, be, he, she, me. Fingerspell the words as you say them, children will feel the differences and similarities in the words. Sign the words, discussing the iconic nature of each sign. Then connect to print, tracking the words on a chart that you have printed with children, or list them on a “House of e” chart.

Highlighting High-Frequency Words:

the be more you are we for my are .

*challenge word: friend

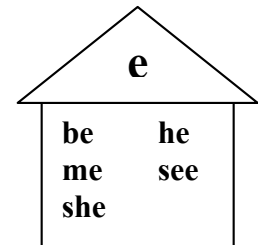
Laminate word cards of the above list printed on plain 3x5 index cards cut in half. Challenge children to match the words with the text or rapidly read the words independently. Attach these cards to the inside back cover of the book using sticky Velcro.

During independent or buddy reading time, children will use the Read and Sing Books according to their reading level. Some children will be developing fluency with oral language while others will be independently reading and building fluency with print.

Active Auditory Spelling Techniques:

Teach the spelling of “friend” to the tune of *Twinkle, Twinkle Little Star*, singing “fri-end, fri-end.” Analyze the word, isolating the beginning blend “fr” and the familiar word “end.” Review the rhythmic chant “T-H-E E-N-D, The End, T-H-E E-N-D, The End!”

Keep these mini-lessons short, engaging, playful and embedded in the songs, poems, rhymes and literature that your children are experiencing orally.



The Parents as Partners Connection:

Send home a copy of the Little Book, *The More We Get Together*, along with a parent letter inviting the families to celebrate oral language and provide additional reading practice using the Neurological Impress Method. Children and their parents cherish these Little Books.

