

Chansons Phoniques


Lettres Imprimées



Chansons Phoniques


S Track 1: 2 Air: The Farmer in the Dell
On the CD this verse is repeated.

Le serpent est dans la cour.
Le serpent est dans la cour.
/s/ /s/ /s-s/ /s-s/
Le serpent est dans la cour.



Track 2: 2 Air: The Wheels on the Bus
On the CD this verse is repeated.

Un acrobate se balance.
/a/-/a/-/a/ /a/-/a/-/a/
Un acrobate se balance
Sur une balle!



Chansons Phoniques

Lettres Imprimées

Laurie Fyke & Gladys Schoenwald

en

Track 27: 2 Air: Baby Bitter
Dum
On the CD this verse is repeated.

Petit enfant dans mes bras.
Il dort si doucement.
Il se réveille.
/an/-/an/-/an/
Petit enfant dans mes bras.

e

Track 8: 2 Air: Star in the Sky
On the CD this verse is repeated.

Je suis formidable!
Je suis formidable!
/e/-/e/ /e/-/e/-/e/
Je suis formidable!

Chansons Phoniques

e

Track 8: 2 Air: Star in the Sky
On the CD this verse is repeated.

Je suis formidable!
Je suis formidable!
/e/-/e/ /e/-/e/-/e/
Je suis formidable!



Laurie Fyke & Gladys Schoenwald





Special thanks to:

- **Gladys Schoenwald** for helping me to write these songs!
- **Gilles Albert** for his input and advice, as songs were edited and revised.
- **Wade Rutherford** for helping with the correct phrasing.
- **Holly Richard** for reviewing the spoken sounds.

* **John Navaroli** for his musical knowledge, and inspiration. John is truly a gifted music teacher, composer and singer! It was John's idea to add the catchy garage-band beat that modernized the familiar tunes ... creating the toe-tapping songs in **Chansons Phoniques!**

And John found and recorded: -

- **Eden Vince** , whose wonderful voice brought the songs to life!

This booklet contains:

- **full page charts** for you to print, create a booklet, send home, copy and post or enlarge!
 - 2 charts per page
 - 1 chart per page
- **¼ page charts** that may be printed double-sided, & collated... cut in half with the second set placed behind the first... then stapled to create **personal booklets**. The songs will be in the order they are taught. You may also wish to re-produce this as **small charts for center activities**.

*** Check out the elements of music chart on page 4!



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The Elements of Music

Music is made up of different things called elements. When you compose a piece of music you use elements to build it. **John Navaroli**, the composer of “**Chansons Phoniques**” added different tracks or beats to different songs. Listen to how **Eden Vince** changed her voice from high to low and listen for key changes in songs. John used whole notes, half notes, quarter notes, eighth notes and rests to create the music. **John Navaroli** used the elements of music just like a builder builds a house. If the song sounds right, John has used the elements of music correctly. Clap your hands and tap your feet to the rhythms and patterns. Listen for the electric guitar, bass guitar, drums, high hats, snare drums, acoustic guitars and symbols. There is usually a 2 bar intro and the songs are in 4/4 time. Can you keep the beat? Does the music sound happy or sad? How does it make you feel?

Element	Description	Refers to:
Dynamics	Listen to the volume of the song. When the music gradually changes from loud to soft or soft to loud the dynamics of the song changes. Sometimes this is called volume.	Loud/ Soft
Pitch	Pitch is the highness or lowness of the sound. Some sounds are in the middle. Listen to Eden’s voice in the songs... are they high sounds or low sounds? Do they change in the song? Most songs have a mixture of pitches.	High/ Low
Rhythm	Rhythm refers to the duration or length of each sound. Some notes are long and some are short. Can you name some notes that you know? Long and short sounds are used together to create different effects or patterns. Clap with the rhythm of the song! What rhythm did John Navaroli use?	Long/ Short
Silence	Silence can be dramatic. It is as important as sound in music. It can give you time to think (or respond) and provides time for echoes to fade away.	
Start & Stop	Listen to the way sounds start and stop. Some sounds begin crisply and suddenly and some sounds creep up on you. Sounds can also stop suddenly, or they may fade away. Listen to the songs to see if the starts and stops help you feel the mood of the music. Talk about what you hear.	Start/ Stop
Tempo	Listen to see how fast or slow the music sounds. This is called the tempo, speed or pace of the song. Listen carefully... the tempo might change part way through the song!	Fast/ Slow
Texture	Texture refers to the layers of music. If all of the instruments are playing at once the texture is called thick. If only one instrument is playing the texture is thin. Do you hear the texture go from thin to thick... or reduce from thick to thin?	Thick/ Thin
Timbre	Every instrument has its own timbre or “tone color”. A metal instrument sounds different from a wooden one, a piano different from a guitar, and drums have a different sound than blowing a recorder! What instruments do you hear?	Wood/ Metal/ Gut/ Skin/ Reed



Learn the fundamental sounds of the French Language through familiar songs.

- As the children sing the songs and isolated specific sounds introduce the “picture of the sound” or grapheme that represents that sound in print. Develop automatic recall of the sound - letter(s) connection.
- Blend sounds orally to discover a mystery word.
- Blend sounds by moving across the print to decode a word.
- Segment sounds orally to learn to hear the sounds in words.
- Segment sounds in simple words and connect them to print.
- Learn high frequency/ sight words.
- Create sentences with sounds that have been taught and sight words that have been taught.
 - Read the sentences together.
 - Write the sentences.
- Excellent resource- ‘**Le manuel phonique**’ by Janet Mozan et Sue Lloyd published by Jolly Learning Ltd

Reading Expectations

Reading: Foundational Skills: Phonics and Word Recognition:

Kindergarten

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- Associate the sounds with the common spellings (graphemes)
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Grade One

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.



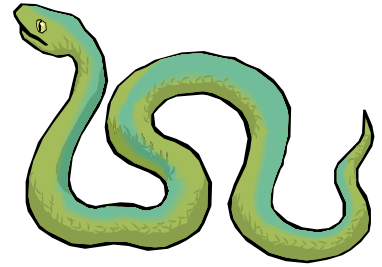
Séquence de lettres

s	a	t	m	i	l
c/k	e	n	r	d	o
p	u	g	f	b	j
é	ou	ch	qu	oi	v
on	z	an/en	y	ô	eu
x	in	â	un	h	è/ê



S

Track 1 🎵 *Air: The Farmer in the Dell*
On the CD this verse is repeated.



Le serpent est dans la cour.
 Le serpent est dans la cour.
 /s/ /s/ /s-s/ /s-s/
 Le serpent est dans la cour.

a

Track 2 🎵 *Air: The Wheels on the Bus*
On the CD this verse is repeated.

Un acrobate se balance.
 /a/-/a/-/a/ /a/-/a/-/a/
 Un acrobate se balance
 Sur une balle!





t

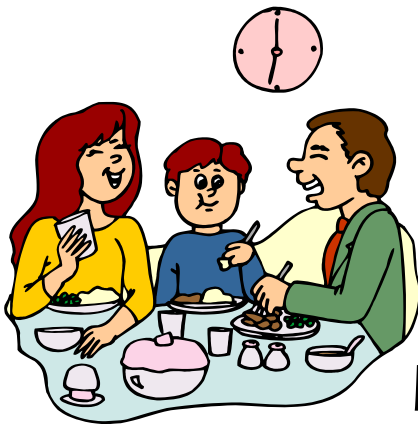
Track 3 🎵 Air: Jimmy Crack Corn
On the CD this verse is repeated.



Quand mes amis jouent au tennis,
Je regarde la petite balle.

/t/-/t/-/t/ /t/-/t/-/t/-/t/

La balle saute dans la cour.



m

Track 4 🎵 Air: The Wheels on the Bus
On the CD this verse is repeated.

Ma famille mange le dîner.

/m/-/m/-/m/

/m/-/m/-/m/

Ma famille mange le dîner.

Tous ensemble!



Track 5 🎵 *Air: Go In and Out the Window*
On the CD this verse is repeated.



La souris dans le jardin,
 /i/-/i/-/i/ /i/-/i/-/i/
 La souris dans le jardin,
 Elle mange du maïs.



Track 6 🎵 *Air: The Farmer in the Dell*
On the CD this verse is repeated.
The last line has a delayed repeat 2x.



Je lèche avec ma langue.
 Je lèche avec ma langue.
 /l/-/l/ /l/-/l/ /l/-/l/
 Je lèche avec ma langue.



c/k

Track 7 🎵 Air: *She'll Be Coming Round The Mountain*

On the CD both /c/ and /k/ are sung 1x. Note the key change.

Je clique mes castagnettes,
/c/-/c/-/c/

Je clique mes castagnettes,
/c/-/c/-/c/

Je clique mes castagnettes,
clique mes castagnettes...

... je clique mes castagnettes,
/c/-/c/-/c/.



/k/ **verse**: (Musical note: key change)

Le kart roule vite sur la piste.
/k/-/k/-/k/

Le kart roule vite sur la piste.
/k/-/k/-/k/

Le kart roule vite...

Le kart roule vite....

Le kart roule vite sur la piste.
/k/-/k/-/k/





e

Track 8 🎵 *Air: Skip to My Lou*
On the CD this verse is repeated.

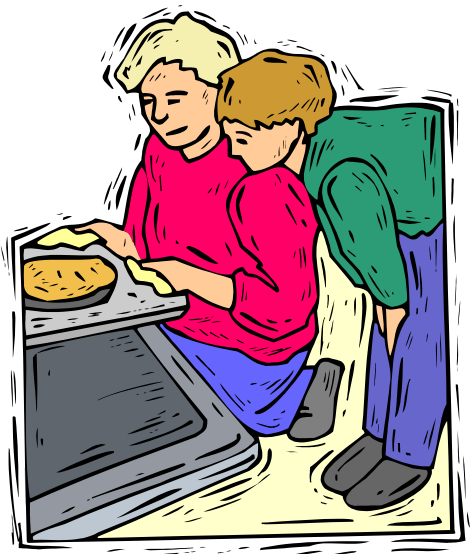
Je suis formidable!
 Je suis formidable!
 /e/-/e/ /e/-/e/-/e/
 Je suis formidable!



n

Track 9 🎵 *Air: Skip to My Lou*
On the CD this verse is repeated.

Non, non, ne touche pas,
 Non, non, ne touche pas,
 /n/-/n/ /n/-/n/-/n/
 C'est trop dangereux!





r

Track 10 🎵 Air: *The Muffin Man*
On the CD this verse is repeated.



Le lion adore rugir.

/r/-/r/-/r/

/r/-/r/-/r/

Le lion adore rugir...

Quand il se réveille!

d

Track 11 🎵 Air: *This Old Man*
On the CD this verse is repeated.



Les enfants vont descendre
Au sous-sol avec le chat.

... ils descendent,

/d/-/d/-/d/

Ils descendent au sous-sol!



O

Track 12 🎵 *Air: He's Got the Whole World in His Hands*
On the CD this verse is repeated.



Quand nous voyageons dans l'océan,
 /o/-/o/-/o/ /o/ /o/ /o/
 Quand nous voyageons dans l'océan,
 Il y a beaucoup à voir.

p

Track 13 🎵 *Air: Camptown Races*
On the CD this verse is repeated.



La pluie tombe au printemps.
 /p/-/p/ /p/-/p/
 La pluie tombe au printemps
 Sur mon parapluie.



u



Track 14 🎵 *Air: Where, Oh Where, Has My Little Dog Gone*
On the CD this is sung 1x.

Pue, oh pue – je pince mon nez
 La mouffette a visité.

/u/-/u/-/u/ /u/ /u/-/u/-/u/
 Partons, s'il vous plaît!

g

Track 15 🎵 *Air: Jimmy Crack Corn*
On the CD this verse is repeated.

L'eau fait glouglou
 Dans le trou.
 L'eau fait glouglou
 Dans le trou.



/g/-/g/-/g/ /g/-/g/ /g/-/g/
 L'eau fait glou glou glou.



f

Track 16 🎵 Air: Jingle Bells
On the CD this verse is repeated.



En hiver, il fait froid.

/f/- /f/- /f/- /f/- /f/

J'aime jouer dans la neige,
Mais où est mon manteau?



b

Track 17 🎵 Air: The Farmer in the Dell
On the CD this verse is repeated.

Mon bâton frappe la balle.

Mon bâton frappe la balle.

/b/ /b/ /b/-/b/-/b/-/b/

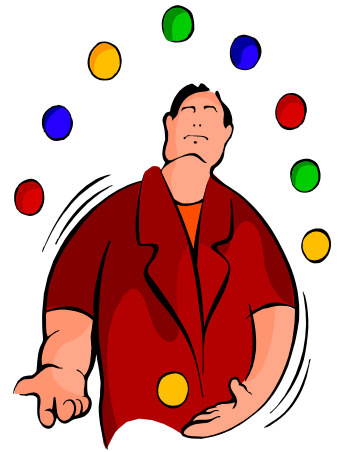
Mon bâton frappe la balle.



j

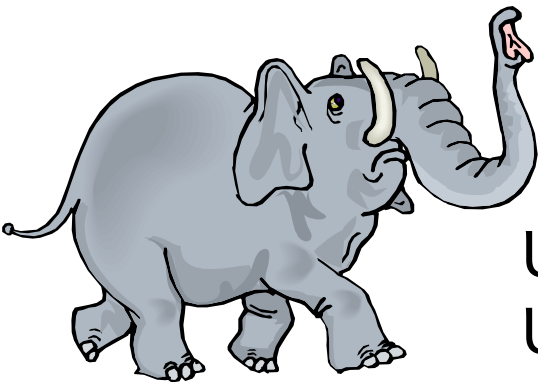
Track 18 🎵 *Air: This Old Man*
On the CD this verse is repeated.

Le jongleur – regarde-le
 Il a plein de balles dans l'air.
 Il fait jongler,
 /j/ - /j/ - /j/
 Le jongleur est très doué.



é

Track 19 🎵 *Air: Go In and Out the Windows*
On the CD this verse is repeated.



Un éléphant est très grand.
 Un éléphant est très grand.
 Un éléphant est très grand.
 /é/-/é/-/é/-/é/-/é/

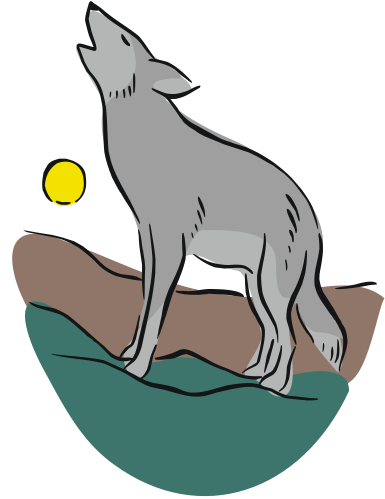


ou

Track 20 🎵 *Air: Mulberry Bush*

On the CD this verse is repeated.

L'hibou entend le cri du loup.
 le cri du loup
 le cri du loup
 L'hibou entend le cri du loup.
 /ou/-/ou/-/ou/



ch

Track 21 🎵 *Air: Merrily We Roll Along*

On the CD this verse is repeated.

Je chuchote à mon amie.
 à mon amie,
 à mon amie,
 Je chuchote à mon amie.
 /ch/ - /ch/ - /ch/
 /ch/ - /ch/





qu

Track 22 🎵 Air: *Skip to My Lou*
On the CD this verse is repeated.

Nous caquetons tout le temps.

/qu/-/qu/-/qu/-/qu/

/qu/-/qu/-/qu/

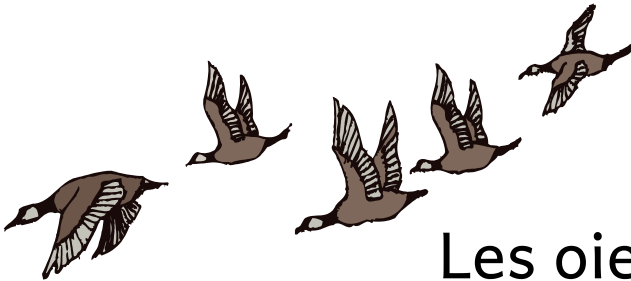
Nous caquetons tout le temps.

Cesse de caqueter!



oi

Track 23 🎵 Air: *The Wheels on the Bus*
On the CD this verse is repeated.



Les oies volent et volent,

/oi/-/oi/-/oi/

/oi/-/oi/-/oi/

Les oies volent et volent,

Quand le chien les chasse.



V

Track 24 🎵 *Air: If You're Happy and You Know It*
On the CD this is sung 1x.

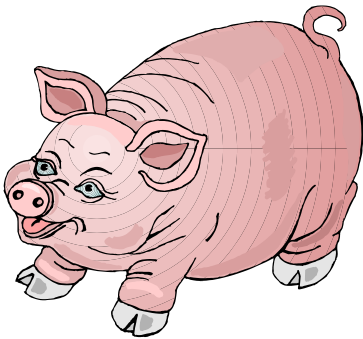
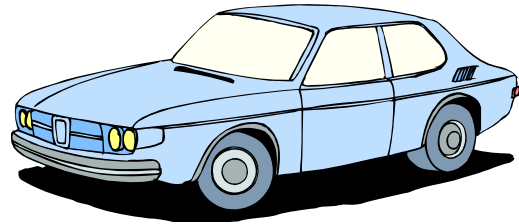
Je vais à l'école en voiture.

/v/ /v/-/v/-/v/ /v/-/v/-/v/

La voiture est si vite...

J'arrive tout de suite!

Je vais à l'école en voiture.



on

Track 25 🎵 *Air: Camptown Races*
On the CD this verse is repeated.

La queue du cochon est petite.

/on/-/on/ /on/-/on/

La queue du cochon est petite,
 Tournant tout en rond.



Z

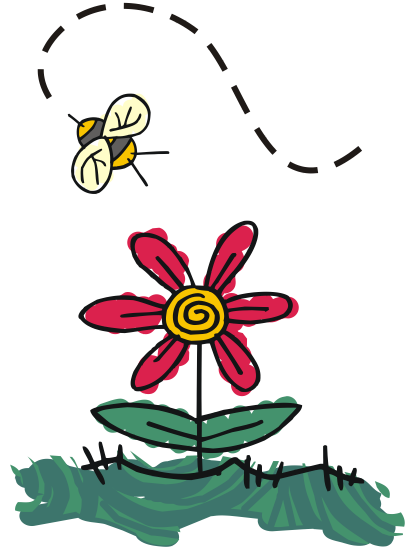
Track 26 🎵 Air: *Twinkle, Twinkle, Little Star*

On the CD this verse is repeated 4x.

Note the key change.

Zigzag, zigzag
Une abeille
Vole en zigzag.

/z/- /z/ - /z/



en

an

Track 27 🎵 Air: *Hickory Dickory Dock*

On the CD this verse is repeated.



Petit enfant dans mes bras.
Il dort si doucement.
Il se réveille.

/en/-/an/-/en/

Petit enfant dans mes bras.



Y

Track 28 🎵 *Air: He`s Got the Whole World in His Hands*
On the CD this verse is repeated.



J'aime manger du yogourt comme goûter.
 J'aime manger du yogourt comme goûter.
 J'aime manger du yogourt comme goûter.
 /y/-/y/-/y/ /y/-/y/-/y/-/y/

Ô

Track 29 🎵 *Air: Jingle Bells*
On the CD this verse is repeated.



Ô la la, ô la la
 Le bain a beaucoup d'eau.
 Maman dépêche-toi...
 /ô/-/ô/-/ô/-/ô/-/ô/



eu

Track 30 🎵 *Air: He`s got the Whole World in His Hands*
On the CD this verse is repeated.

J'ai des amis et je joue avec eux.

J'ai des amis et je joue avec eux.

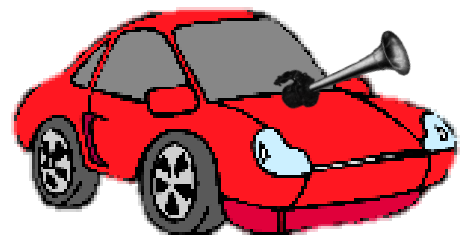
J'ai des amis et je joue avec eux.

/eu/-/eu/-/eu/

/eu/-/eu/-/eu/-/eu/

X

Track 31 🎵 *Air: Skip to My Lou*
On the CD this verse is repeated
Note the key change.



/ks/ - /ks/, sonne le klaxon.

/ks/ - /ks/, sonne le klaxon.

/ks/ - /ks/, sonne le klaxon.

Dans ma voiture rouge.



in

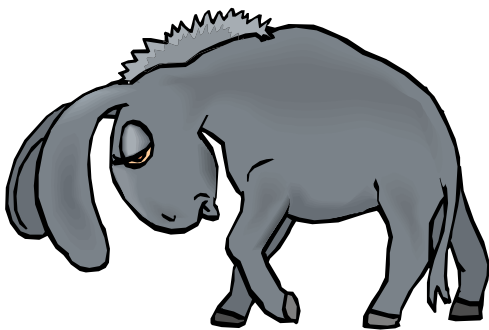
Track 32 🎵 *Air: Did You Ever See A Lassie*
On the CD this verse is repeated.

Les singes sont incroyables,
 Quand ils jouent.
 Quand ils jouent.
 Les singes sont incroyables,
 /in/-/in/-/in/ /in/-/in/



â

Track 33 🎵 *Air: Camptown Races*
On the CD this verse is repeated.



Mon âne, mon âne
 Est malade.
 /â/-/â/ /â/-/â/
 Mon âne, mon âne
 Est malade.
 Téléphonez le vet.



un

Track 34 🎵 *Air: Jimmy Crack Corn*
On the CD this verse is repeated.



Il a un an maintenant.
 Il a un an maintenant.
 /un/-/un/ /un/-/un/
 Qui a un an maintenant?



h

Track 35 🎵 *Air: The Farmer in the Dell*
On the CD this verse is repeated.

Note: The /h/ is silent.

** Do the action and puff without making a sound!*

Je suis hors d'haleine.
 Je suis hors d'haleine.
 /~h/-/~h/-/~h/-/~h/-/~h/-/~h/
 On n'entend pas le /h/!



è
ê

Track 36 🎵 *Air: Merrily We Roll Along*
On the CD this verse is repeated.

Mon père travaille au jardin.
 /è/-/è/-/è/ /ê/-/ê/-/ê/
 Il travaille avec sa bêche
 Toute la journée.