

ENGLISH LANGUAGE DEVELOPMENT and LITERACY SKILLS

🎵 🎶 😊 **SING ALONG, READ A SONG!** 🎵 🎶 😊

Suggestions and activities

*for turning the songs into successful reading texts
for emerging, beginning, and more fluent readers
and to additionally develop and assess
Listening, Speaking, and Writing skills*

by Linda K. Williams For songs, more info, and resources:
[CaringandCapableKids.com](https://caringandcapablekids.com) <https://caringandcapablekids.com/>

WHOLE LANGUAGE ACTIVITIES TO USE WITH ANY SONG

*With Native English-Speakers
and/or English as a Second Language Students*

- ✓ CHORAL READING
- ✓ PAIR AND SHARE; TALK ABOUT IT!
 - ✓ SEMANTIC ORGANIZERS
e.g., MIND-MAPS, T-CHARTS...
 - ✓ ROLE-PLAYING
 - ✓ MANIPULATION OF TEXT
-- WHOLE TO PART, PART TO WHOLE
- ✓ WRITING: SHARED → INTERACTIVE → INDEPENDENT
 - ✓ REPRODUCTION OF TEXT
 - ✓ INNOVATIONS ON TEXT
 - ✓ SKIT WRITING
- ✓ STUDENT-CREATED BOOKS AND POSTERS
- ✓ READING-FOR-MEANING EXPERIENCES

🎵 🎶 😊 SING ALONG, READ A SONG! 🎵 🎶 😊 FROM SINGING SKILLS TO READING SKILLS

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I. SING IT...

When teaching students a new song, encourage them to repeatedly listen, move, and sing.

II. SAY IT...

Activities to develop and check rhythmic oral expression, aural comprehension, and creative oral expression by using song lyrics

A. Rhythmic oral expression (again, coupled with rhythmic movement)

1. Learning the lyrics
2. Enjoying (and increasing familiarity with) the lyrics
 - a. Whole class/ large group
 - b. Divide class into smaller groups

B. Aural comprehension and creative oral expression

1. Word meanings: Definitions/ meaning in context
2. Meanings of Idioms, Phrases, and Sentences
3. Comprehension of Action, Cause-and-effect, and Plot
 - a. Literal comprehension questions
 - b. Inferential comprehension questions

C. Creative Oral Expression

1. Additional verses
2. Storytelling
3. Puppetry

III. READ IT!: HOW TO TAKE STUDENTS FROM THE STAGE WHERE

*THEY DON'T KNOW WHICH PAGE THEY'RE SUPPOSED TO BE LOOKING AT,
TO THE STAGE WHERE

*THEY KNOW WHICH WORD IS WHICH, and CAN READ THE TEXT WITH CONFIDENCE

A. Key Concepts/ Principles

1. WHOLE → PART → WHOLE!
2. REPETITION!
3. "READING WITH TRAINING WHEELS"
 - a. shared reading →
 - b. choral reading →
 - c. "paired prompter reading" → SOLO!

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B. Large or Small Group Activities

Using whatever forms of technology / materials are available to you -- whether teaching in person / document camera / Promethean Board / and/or platforms for distance learning,

1. Display the lyrics for students to sing, read, and interact with in a variety of ways, e.g., when using a document camera, Use projected lyrics in the following ways:
 - * First, teacher models tracking of words as class sings or reads
 - * Then, invite student to track text with pointer on large screen as the group sings / reads
 - * Also, on the hard copy, a student can use a card underneath each line of the lyrics as the group sings / reads
 - * Student finds words given orally by teacher (or other student)
 - * Ask student to find word(s) which, e.g., name ways a person can feel, tell what you can do with your hands, etc.

2. With Song Lyrics Sheets

Each student can have his/her own copy (or student-illustrated song booklet)

- * to take home to study, practice, tutor younger siblings (and/or perhaps parents, in the case of some English Language Learners [ELL's])
- * to "have and to hold" when the school year ends; great for vacation-time reinforcement of reading and/or new language skills for ELL students.
- * for large group or whole class rhythmic chanting, choral reading in parts, and/or Reader's Theater scripts (use highlighter pens, and encourage students to mark their copy up with reminders of the meanings of new words)

C. Small Group or Tutoring Activities

for using lyrics sheets and/or student-illustrated songbooks as reading text in a skill group or with tutors

Using song lyrics as reading text, see if students are able to track text, focusing upon...

- appropriate page of book
- appropriate line of print
- appropriate word

Provide assistance until students are able to accurately track text with accurate 1-1 correspondence between written and spoken words as they sing or read

THEN: Focus upon selected individual words and, when ready, letter-sounds in context

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III. READ IT!,

D. Formats/ materials/ modes of presentation and follow-up activities

1. Using the lyrics sheet as a springboard, modify the documents to create...

- * Larger print for K-1's
- * Larger print: one verse or line per page for student-illustrated individual song book
- * Huge print for posters (song charts)
- * Huge print: one verse or line per page for student-illustrated Big Book (class/ cooperative learning group project)
- ** Modify lyrics sheet (also reconstruct text in Cooperative Learning Groups)
 - scrambled verses
 - scrambled lines
 - scrambled word order
 - scrambled words
- ** Cloze sentences (e.g., If you're angry and you ____ it, ...)
- **+ Vowel cloze (e.g., could focus first upon just short vowels, then the long vowel spelling patterns, etc.: st_mp...t_k_)
- **+ Word transposition (e.g., ...take a feet...stamp your walk):
Have students check for meaning! See "Sense Check" on last p. of this document
- **+ Letter substitution -- e.g., ...pound a jillow...count to ben:
Again, have students check for meaning!
- * Varied Activities to interact with key vocabulary words: e.g., select and underline, find key words multiple times, find rhyming words, use words in their in own sentences

"+" identifies 3 ideas from Nadine Haddock, San Miguel Elem., Lemon Grove, CA

2. Sentence strips / cut-up sentences / Pocket Charts: Using word, phrase, and/or sentence cards or strips offer more opportunities for students to interact with the text by manipulating the words / cut-up sentences in different ways.

For more info, activities, and resources: Linda.BetterWorld@gmail.com

3. Recordings of the songs to accompany Sing-Alongs/ Read-Alongs

- * For repeated practice and enjoyment at home, share YouTube links of the Caring and Capable Kids songs with students and families
To receive those links: Linda.BetterWorld@gmail.com
- * Offering opportunities for students to listen to / engage with the songs repeatedly can provide reinforcement for class, small group, and/or individuals
- * In the classroom, having students wear headsets while singing/ reading along, can provide a great opportunity for teachers to assess how accurately students are learning the lyrics!
- * record a group or the whole class singing and/or reading the song (audio and/or video), to share and celebrate the students' enjoyment and accomplishments.

4. Individual- or class-made songbooks

- * Little or Big Books, illustrated by students
- * Reproduction of text, and/or innovations, even progressing to "piggyback songs" wherein students write their own verses and/or songs, using the same tune/s.

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QUESTIONS TO ENCOURAGE STUDENTS TO ASK FOR SELF-EVALUATION (META-COGNITION) WHEN READING ANY TEXT:

How well did I do on the following...?

SENSE CHECK

- Did I make sure that what I read made sense to me?
- Did I understand what I read?
- When I came to an unfamiliar word, did I read ahead to get clues?
- If I read something that didn't make sense to me, did I go back and discover the problem?
- If I still didn't understand it after re-reading, did I get help?

GOT THE PICTURE?

- Did I make a mental picture of what I read?
- Could I describe that mental picture to someone?
- If my mental picture went fuzzy or blank, did I re-read that section and have success in making a better mental image?
- If my mental picture was still fuzzy or blank after re-reading, did I get help?

SONG / BOOK BACK-TALK

- Did I do some (or all) of the following as I read?
- * react to the text
- * make predictions
- * think about how the characters felt
- * think about how I would have felt or acted in those situations
- * evaluate the decisions and actions of the characters
- * wonder about why things happened or characters acted the way they did
- * remember experiences I have had that were similar, or in other ways relate the text to my own life

SONG / BOOK BACK-TALK STARTER ideas:

- "If I were him/her...,"
- "I wonder...,"
- "I felt _____ when...,"
- "_____ in the story / song reminds me of _____,"
- "If I were the author, I..."