

Singing “Sight Vocabulary”

FOCUS: Reading Comprehension

AGE: All

LEVEL: Beginning and low intermediate

MATERIALS

1. CD of a song on a topic of interest to your students. The song should be simple and easy for students to memorize. Also, students should know the meanings of most of the vocabulary words, yet may be unacquainted with their printed form, as learning the written forms is the purpose of this activity.
2. Transparency of song lyrics
3. CD Player

STEPS

1. Go over the meaning of any words that are key, yet may be unfamiliar to students.
2. Play the CD. Have the class sing the song several times. Play the song the following week or two until students can sing confidently and without referring to the lyrics. It is important that students memorize the lyrics.
3. Once students have memorized the song’s lyrics, show them the written lyrics on the overhead. Play the CD. Have students sing the song. Point to each word on the transparency as it is sung. By doing this, students will learn how each spoken/sung word is written. Have student volunteers take turns pointing to the words on the transparency as they are heard on the CD.
4. Repeat the same process described in Step 3, however, rather than playing the CD, read the lyrics aloud to the students. Point to each word as you read. Next, point to each word on the overhead transparency while students read the lyrics aloud.
5. Randomly point to a word on the transparency, pause briefly, then read the word aloud. Then randomly point to words so that students can call out the answer.

Complimentary materials from –



From a book manuscript on “Using Music to Teach English” by Suzanne Medina. Duplication of these materials is permitted **if copyright and contact information is retained on copies**. Only publication is restricted. Copyright © 2009 by Suzanne L. Medina All rights reserved. No part of this document may be published without written permission. Contact: FAX (310) 514-0396 ForefrontPub@ca.rr.com

Sticks and Stones

FOCUS: Reading Comprehension

AGE: All

LEVEL: Beginning and intermediate

MATERIALS

1. CD of a song that can be mentally visualized. Also, the song should contain vocabulary which is mostly familiar to students.
2. Transparency of song lyrics. Place numbers next to each segment that provokes a mental image. This may consist of one line or several lines. You may use lines to separate the segments on the transparency them if you like.
3. CD Player

STEPS

1. Project the song lyrics. Ask students to identify any words in the lyrics that are new and unfamiliar. Write these on the board then explain their meaning. Be very careful not explain the meaning of each lyric, as this is a reading comprehension exercise and students will be expected to comprehend the lyric that they read.
2. Organize students in groups of 3 to 4 students. Assign one (or more) of the song segments on the transparency to each group. Of course, this depends upon the number of segments and student groups you have.
3. Instruct student groups to illustrate their song segment using stick figures, To complete this task correctly they must comprehend what they read. Circulate so that you can assist students.
4. When time is up, play one lyric segment on the CD then pause. The assigned group will stand as they show their stick drawing to the larger group. To reinforce, re-read slowly and carefully the lyric segment from the overhead transparency and relate the words to the students' drawing. If there are any misinterpretations, correct students gently and positively. Continue until all groups have shared their drawings.
5. Now that students understand song segments, help them to comprehend the entire song. Play the CD again. This time, play the song from beginning to end while pointing to the illustrations. Ask comprehension questions afterwards.

Complimentary materials from –



www.forefrontpublishers.com

From a book manuscript on "Using Music to Teach English" by Suzanne Medina. Duplication of these materials is permitted **if copyright and contact information is retained on copies**. Only publication is restricted. Copyright © 2009 by Suzanne L. Medina All rights reserved. No part of this document may be published without written permission. Contact: FAX (310) 514-0396 ForefrontPub@ca.rr.com

Share-a-Song

FOCUS: Reading Comprehension

AGE: All

LEVEL: All

MATERIALS

1. CD player
2. One dictionary for each group of 3-4.

STEPS

1. Preparation - Several days before this activity, assign students the task of bringing their favorite English CDs to class. Ask students to e-mail you the lyrics or print out lyrics for you. The font large enough that you can easily create slides from the printed sheets. This will provide you with an opportunity to play the CD and make certain there is no profane language or inappropriate content. You can also make transparencies of song lyrics. The number of CDs that you need will depend upon the amount of time that is available.
2. Organize students in groups of 3 or 4. Give each group a dictionary.
3. Ask the first student to present his or her favorite CD to the class. Have the student explain why it is his or her favorite.
4. Next, place the song lyrics on the overhead. Have groups meet for a few minutes to discuss among themselves any unfamiliar vocabulary. Using their dictionaries and their knowledge, group members learn the meanings of the unfamiliar words. Circulate to provide additional support and direction.
5. Now engage them in reading comprehension. Assign each group a lyric sequence (i.e., one or more sentences). Then have groups generate two or three comprehension questions to test the class' comprehension of their lyric segment. They must have read the lyric segment and comprehended it in order to do this.

(Continued)

6. After all groups have finished, the large class will meet. Starting with the first lyric segment that appears in the lyrics and using the transparency, have each group read their lyric segment and ask comprehension questions.. Continue this process until all groups have had their turn.

7. Play the song for all to listen to and enjoy. Encourage students to sing along. (Optional) Play the song again, however, this time encourage students to act out the lyrics while the CD is played.

Complimentary materials from –



From a book manuscript on "Using Music to Teach English" by Suzanne Medina. Duplication of these materials is permitted **if copyright and contact information is retained on copies**. Only publication is restricted. Copyright © 2009 by Suzanne L. Medina All rights reserved. No part of this document may be published without written permission. Contact: FAX (310) 514-0396 ForefrontPub@ca.rr.com