

Sing Song Read Aloud

Overview:

Ever have a song stuck in your head that you just love to sing! Well, use that song to learn reading!

Procedure:

- 1) A song should be chosen for the student that they enjoy. Either choose the song based on hearing them listen to it in the past, or play some songs and see what they enjoy. Consider songs with a repetitive phrase.
- 2) A verse or entire song is written down for a student to read.
- 3) The song is played and the teacher helps the student to follow along in reading.
- 4) After hearing the song a couple of times, students should practice reading the song aloud.
- 5) Stop to help point out rhyming words, and to discuss feelings they have from the song.
- 6) Students can then practice reading the words they know and highlighting rhyming words in the same color.

ASOL Covered in this Activity:

3E-RW 1b: The student will apply letter name and letter-sound knowledge when decoding words.

Extension Idea: Students are decoding words while reading the song. Students could attempt to read some words in the song independently first, before hearing it and the teacher can record what words were read.

3E-RW 1c: The student will apply letter-sound and word analysis skills in decoding words by identifying 18 or more letter-sound associations in context.

Extension Idea: Students are decoding words while reading the song. Students could attempt to read some words in the song independently first, before hearing it and the teacher can record what words were read.

3E--RW 3b: The student will expand vocabulary when reading by using knowledge of antonyms and synonyms.

Extension Idea: Teachers could stop and ask students to use a different word that means the same as words in the song, such as large and big, small and tiny, etc. Or, select words that are opposite, such as up, down, slow and fast.

3E--RW 3e: The student will identify words that describe personal emotional states.

Extension Idea: Songs are full of emotion. Students could be asked to point to a word that tells how the singer is feeling. (Example, sad, cried, angry, etc.) They could draw a picture about how the song may make someone feel as

well.

3E--RW 5b: The student will apply letter-sound skills in decoding consonant sounds of familiar one-syllable words; In context, demonstrate basic knowledge of letter-sound correspondences.

Extension Idea: Students are decoding words when reading songs. Students could demonstrate sounding out a word they do not know to the teacher for them to record.

3E--CF 2b: The student will identify rhyming words or repeated phrases in a familiar story, poem, or song.

Extension Idea: Students could be asked to highlight or point to repeated parts of the song or rhyming words could be highlighted at the end of verses in stanzas.

4E--RW 1b: The student will decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes).

Extension Idea: Students are decoding as they read the song. The teacher could record what words the student read independently and decoded before hearing the song aloud with the lyrics.

5E--RW 1a: The student will after listening to or reading a familiar text, determine the meanings of words and phrases.

Extension Idea: Students could be asked what words mean in the song and they could draw a picture to show the meaning.

5E--RW 1b: The student will apply phonics and word analysis skills in decoding words by decoding two-syllable words.

Extension Idea: Students are decoding words while reading songs aloud. The teacher could record what words the students read independently before listening to the song and following along on the lyrics.

Materials Needed:

- lyrics to a student's favorite song printed out (verse or entire song)
- song to play
- highlighters

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

- Peers could share their favorite songs with others and show rhyming words with one another (Author's Chair). Students should be encouraged to provide positive feedback and questions to one another.
- Peers could also work together on one song to describe feelings and find rhyming words.

--Songs heard on the radio could be used or classroom songs.

Functional Activity/Routine:

--Songs used in the classroom during morning circle, closing circle, clean-up time, and others could be used to pick out rhyming words as well.

--A song could be used that describes a functional activity (example: getting dressed, washing hands, brushing teeth, etc.)

--Exposure to music and how to access music is a valuable lifelong recreational and leisure skill.

Strategies to Collect Evidence:

A copy of the song with highlighted rhyming words could be collected with anecdotal records of the amount of participation and prompting that was used for the student.

Specific Options for Differentiating this Activity:

--Allow students to use their preferred "pencil" to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe.

--Students could circle instead of highlight the rhyming words.

--Another sheet of paper could include 2 words that rhyme from the song and one that does not rhyme with the other 2 and the student could point to the word that does not rhyme with the other two.

--Students could match feeling pictures with the song to show mood.

--A student in any of the developmental stages of writing can complete this activity.

*If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.