

# Song Lyrics

## Overview:

Everyone loves music. Give your students an opportunity to become songwriters. This activity allows for structured creativity, giving students the freedom they desire within parameters you control.

## Procedure:

- 1) Explain to the students that they will be writing the lyrics to their very own song.
  - a) Students can make up their own melody or choose one that they like. Hit songs usually have instrumental versions that are used for things like karaoke or you can look online for creative commons songs to be downloaded free and legally.
- 2) Write the song lyrics.
  - a) Allow the students to write freely or you may provide parameters (verses must rhyme or must be about a particular subject covered in class).
  - b) You can provide the students with a song that has had key words or phrases removed and choices of words to fill in the blanks for students.
- 3) Perform the song.
  - a) Students may sing the song to their melody or simply read it aloud.

## ASOLs Covered in this Activity:

**5E--WP 2 a:** The student will use technology (including assistive technologies) to produce and publish writing.

**5E--WP 6 a:** The student will use technology to produce and share writing;

**Extension Idea:** Have the students record (audio or video) of themselves performing their song.

**4E--RW 1c:** The student will use newly acquired vocabulary drawn from reading and other content areas.

**5E--WP 3b:** The student will select a topic and write about it including one fact or detail.

**6E--CN 1c:** The student will use content words and phrases from nonfiction text.

**7E--CN 1e:** The student will use content words and phrases from a nonfiction text.

**8E--RW 1e:** The student will acquire and use content words and phrases.

**8E--WP 1a:** The student will write to convey ideas and information including facts, details, and other information.

**8E--WP 1d:** The student will use content specific vocabulary when writing about a topic.

**HSE--RW 2c:** The student will acquire and use content words and phrases.

**HSE--WP 3a:** The student will write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.

**Extension Idea:** Have the students base the song on content covered in a history lesson or a true story discussed in class.

**3E--CF 1a:** The student will identify the adventures or experiences of a character(s) in a familiar story.

**3E--CF 1b:** The student will identify characters and settings in a familiar story.

**3E--CF 1e:** The student will identify the actions and feelings of the characters in a familiar story.

**4E--CF 1b:** The student will determine the main idea of a fictional text.

**4E--CF 1c:** The student will use details from fictional text to describe a character in a story.

- 5E-WP 4a:** The student will select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.
- 5E-WP 5b:** The student will recall information from literary and informational text to support writing (e.g., “Use details from text to describe a character in a story.” “Use details from the text to retell what the text says.”).
- 6E-CF 1c:** The student will identify the episodes or significant events in a story or drama.
- 8E--CF 1e:** The student will identify and ask questions that clarify various viewpoints in a fictional text.
- 8E-WP 5b:** The student will write to convey ideas and information clearly including facts, details, and other information.
- HSE-CF 1b:** The student will determine the central idea of the fictional text and select details that relate to it to retell the text.
- HSE--CF 1c:** The student will describe interactions between characters in fictional text.
- HSE--CF 1d:** The student will determine the sequence of events in a story or drama.
- HSE--CF 1f:** The student will provide a summary of the fictional text.
- HSE--WP 3a:** The student will write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.
- Extension Idea:** Base the song on a fictional character in a familiar story. The purpose of the activity can be to relay information or inquire about a subject or event.

**Materials Needed:**

- subject choices (have students choose their own or choose from teacher provided choices)
- melodies (make up their own or choose from teacher provided song bank or find their own online)
- writing utensils (pen and paper or computer)

**Instructional Setting:**

Classroom

**Community Connections and/or Peer Interaction:**

The songs can be performed for the classroom or for a large group (a school’s holiday production).

**Functional Activity/Routine:**

Composing music can be a recreational activity, and thus functional.

**Strategies to Collect Evidence:**

- Individual songs can be used as student products.
- Anecdotal evidence can be used to document individual student performance during the group activities and extension activities.

**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.
- You can provide the song and prewritten lyric choices to be assembled into a song. Visual supports can be added for those who need them.
- Allow students to work in small groups.