

ELA & MUSIC | Lesson 3: Songs for Vocabulary

K-6

Like a jingle, songs can be great for helping retain information, such as vocabulary. Learn strategies for incorporating important information, such as vocabulary words, into songs for better retention (and more fun!).

Standards listed on next page

Supplies: *none*

Objective

Students will be able to write their own songs, using them as mnemonic devices.

Outline & Procedure *using the video*

1. Ask students to help recall the months of the year. Pause (00:23).
2. Sometimes, a great way to remember things is through song. Should we create a song that helps us remember the months of the year? Let's do it!
3. We should start with the pulse. Students should clap along with the video to keep the pulse of the song.
 4. Speak and clap along the second time around!
5. Repeat step 3 with the new melody.
6. This time, as the months of the year are called out, encourage students to raise their hand when their birth month is called!
7. Like we said, songs are a great way to help you remember things. We will now listen to a song some students at Hays Porter composed to help them remember things they learned in their Sound Discoveries class!
8. You can use the melodies of other songs to help you write your song!
 9. The melody of twinkle twinkle little star is commonly used as a tool to help remember something... do you know what other song uses this tune?Pause (07:23) to discuss. It's the alphabet!

DIY Project:

Have the students (individually or as a class) create a list of things they want to memorize. Use this list, and have each student (in groups, as a class, or individually) create songs to help them remember!

Kentucky Standards:

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.

Ohio Standards:

W.3.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables.