

Music can be used as a simple tool to help us remember things, like how to spell someone's name! Use music as a mnemonic device.

Supplies: *none*

Objective

Students will practice singing different tunes to spell out names. Then they will create their own using a vocabulary word and song of their choice.

Outline & Procedure *using the video*

1. Hear a few examples of songs that help us spell ("B-I-N-G-O" and "Old McDonald")
2. For spelling our own names, we can use these songs. "Old McDonald" works for anyone with 7 letters in their name. "B-I-N-G-O" works for anyone with 5 letters.
 3. Sing along trying the name Grace with the song "B-I-N-G-O" (2:40)
 4. Find a friend or classmate with a 5 letter name and try singing the song with their name.
5. For a name with 6 letters, we can use "The Famer in the Dell". Listen to the example using the name Oliver. Then try singing along (4:00).
 6. Try this again with the name of a classmate or friend.
7. For a name with 4 letters, the song "Are You Sleeping" works. Listen to the example of the name Mary and then try singing along (5:21).
 8. Try this again with the name of a classmate or friend.
9. For a name with 3 letters, the song "Jingle Bells" works. Listen to the example of the name Amy and then try singing along (6:55).
 10. Try this again with the name of a classmate or friend.
11. Now think about how this practice can be used for vocabulary words.
 12. To choose a song, look at the first phrase of a song and count the syllables. If it has the same amount of syllables as your word, it will work!
 13. Try this with the vocabulary word "thorough". Count the letters (8) and find a song with 8 syllables ("Are You Sleeping"). Listen to the example and then try singing along (9:37). Repeat as necessary.
14. On your own: take a vocabulary word, or a word that is difficult to spell, and count the letters. Find a song that has the same amount of syllables in the first phrase. Replace the lyrics with the spelling and definition. Share with your class!

Kentucky Standards:

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

L.6.2b. Demonstrate appropriate use of strategies to identify and correct spelling errors.

Ohio Standards:

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.