

## **Music and Dance as Part of the Learning Process**

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2019 CTI Fellow

This curriculum unit is recommended for 2<sup>nd</sup> Grade

**Keywords:** Creative Teaching, cultural Awareness, cultural Differences, Student Teacher Relationship Teacher Attitudes, Teacher Role, motivation, engagement, performance, progress, confidence,

**Teaching Standards:** See Appendix 1 for the teaching standards addressed in this unit.

**Synopsis:** To many people across the globe, music is an important part of everyday life. In addition to its cultural importance, many studies have found that music plays a key role in early language acquisition and can help boost language learning. Neurologists have found that musical and language processing occurs in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed. Hence, music can be used as a promising instructional instrument in educational contexts.

This curriculum unit focuses on understanding the benefits of music and dance while learning a new language across our learner population at Charlotte East Language Academy. The unit will be used over the first semester and students will learn how to interact and connect with others by pronouncing and writing words and patterns throughout Spanish songs and rhymes. In this unit, students will also explore different activities that will help them improve reading and writing skills by using songs as powerful learning instruments.

The implemented strategies will help the students become more aware of him or herself and stimulates most of the senses: hearing, touching, and seeing. Through the process of learning about the culture and learning to sing and dance, students will become more confident in their ability to overcome challenges such as self-consciousness and non-identification with a new culture.. Although I focused on vallenato dance, the insights and suggestions in this paper are intended for any language teacher who would like to combine language and culture in a manner that appeals to many learning styles.

*I plan to teach this unit during this school year to 46 students in the second grade Spanish immersion class.*

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## **Music and Dance as Part of the Learning Process**

*by Luz Angela Vanegas*

### **INTRODUCTION**

Music is really something magical. From the beginning of times, humanity has been singing, do you know why? Because singing is the best way for humans to show how they feel. Music can be considered as the expression of literature and written culture, not written on a piece of paper though. This means that music is a powerful tool to use to get to know different cultures, people and their languages.

To many people across the globe, music is an important part of everyday life. In addition to its cultural importance, many studies have found that music plays a key role in early language acquisition and can also help boost language learning. Neurologists have found that musical and language processing occurs in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed. Hence, music can be used as a promising instructional instrument in educational contexts.

This curriculum unit focuses on understanding the benefits of music and dance while learning a new language across our learner population at Charlotte East Language Academy. The unit will be used over the first semester and students will learn how to interact and connect with others by pronouncing and writing words and patterns throughout Spanish songs and rhymes. In this unit, students will also explore different activities that will help them to improve reading and writing skills by using songs as powerful learning instruments.

I have attached a detailed outline of the unit, including a timeline and lesson plans in the Classroom Activities section of this curriculum unit. This unit has students learning through many hands on activities, whole group introductory activities, small group activities and one on one conversations during the workshops.

### **Background**

Charlotte East Language Academy is a Title 1 school and consists of grades: K through seventh. Approximately 100 children in grades K-5 speak another language in the home. English and Spanish are the languages that are predominately spoken, but there are many other languages that can be found at Charlotte East. We also have a growing refugee population from Nepal, Somalia and Burma. Our population is about 350 students from K to seventh. This year my class consisted of 23 students. Of those 23 students, 10 are English native speakers and the remaining students are Hispanic.

One of the biggest challenges I face as a second grade teacher this year, is catching my students up to the academic level of the average. The average second graders can identify most alphabet letters, letter sounds and write simple sentences. All these students unfortunately didn't have the opportunity to start the Spanish immersion program in Kindergarten, it just happened last year in first grade with a fifty fifty program. This puts all of my students at a disadvantage and at least a year behind the average second graders.

## **Rationale**

“Teach the writer, not the writing.” - Lucy Calkins

I am the type of teacher that guides my students to realize their greatness. I provide my students with guidelines and tips, have them experiment through out songs and do the learning on their own. Students remember concepts and make a better connection when they are the ones that figured something out. Exploration is key in learning a new language and the dance and music are the great complement for them.

The main purpose of the unit I am developing, is to make my students aware of how music and dance promote and improve skills in the reading and writing process when learning a second language. My goal by the end of the unit is to make my children feel more confident when expressing their thoughts by integrating music and dance as powerful and engaged learning resources.

I feel that I need to teach my students the basics of a sentence; a sentence is made up of words that express a complete thought, in order for them to be successful writers in second grade. I also know that I need to teach my students the order in which they put those words. I believe that if I teach my students with songs, lyrics and movement, they will be more successful as writers and readers throughout the rest of the year.

## **Content Objectives**

The purpose of this unit is to increase my students' self confidence in their reading and writing process through out songs and dance. I hope to have my students writing complex sentences that include a subject and predicate with adjectives and/or adverbs. I want my students to find ease in writing sentences. Once they have grasped the concept of writing complete sentences, the sky is the limit. My students will then be able to express themselves in their writing. They will be able to write a short rhyme for entertainment or create their own guessing games, stories and poems.

## **Unit Objectives**


This unit is designed to meet multiple second graders language and writing standards. I have broken the unit into four parts: sentence structure, reading comprehension, ludic activities and a final project. The first part, sentence structure, introduces the students to what a complex sentence is. The goal of part one is for students to be able to identify/label the who and what in a sentence (essentially the subject and predicate of a sentence). Once students understand the components, they will be able to identify sentences in the song *vivir my vida and la bicicleta*.

The second part of the unit involves the students' reading comprehension while they act out and read different words from the 2 songs. Fill in the blanks, completion exercises and invitation to the music, art and dance teachers for supporting the project are part of this stage. (Choreography and design of musical instruments with recycle materials)

The goal of part three of the unit has students using all their writing and reading knowledge of sentence structure, rhymes, capitalization, punctuation and adding more details to create a song for the family day . Students will use the five steps to being a good compositor: 1. Think, 2. Draw, 3. Label, 4. Write, 5. Add details. My goal is for students to write in groups short rhymes and then put them together and create the final song with the topic: *friendship*.

The final step of the project will be singing and dancing the song we created in class, not only with the children but also with students' families for the multicultural fair. I want to integrate families in this learning process, practicing the pronunciation of the song in short curriculum nights. In this way, parents will be encouraging their children to rehearse and practice at home the final product. Here is the explanation of the every part of the lesson.

I will begin with my second graders explaining why music is important in our lives and how it helps us to feel more confident when learning a new language. My introductory song will be "*Vivir mi vida*" <https://www.youtube.com/watch?v=ziUICckVL0U> then; I will get more in depth of exploring rhythms in popular Colombian songs, analyzing words, patterns, expressions and new vocabulary. Then, the students will elaborate a musical instrument through recycling materials, (rattles and drummers) in whole group. Children will also be developing other fundamental abilities such as fine motor skills, an education in values, group work, and all in a playful way that strengths the autonomous learning. The final part of the unit will have students writing in pairs, a short rhyme about what friendship means for them and after we hear all the rhymes, we will put them together in order to create a song with the "*vivir mi vida*" melody. This final project will be presented in the Multi-Cultural fair of the school with children and parents as well.

Topic	CLASSROOM LESSON ACTIVITIES	Materials Needed
<p><b>Sentence Structure</b>            *Introduction of sentences            *What sentences are made of (who and what)            *Introduction of what a pattern is.            *Introduction about what rhymes are.</p>	<p>1. <b>Warm up activity:</b> The main goal is to motivate students from the beginning of the year and give them vocabulary in order to get a better understanding of the lesson. I will cover these activities in the first part of the unit.</p> <div data-bbox="435 562 1154 1367"> <p>➤ Introduce the topic with the song: <b>Vivir mi vida by Mark Anthony</b>  <a href="https://www.youtube.com/watch?v=ziUICckVL0U">https://www.youtube.com/watch?v=ziUICckVL0U</a></p>  </div> <p>➤ Watch video and analyze the message.</p> <p>➤ Have students read the lyrics, sing, and dance the song. Parents will be invited to sing and dance this song.</p>	<ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Big Book</li> <li>• Smartboard</li> <li>• White paper</li> <li>• Sentence strips (cut up)</li> <li>• Cut and paste sentence worksheets</li> <li>• Writing paper</li> <li>• Pencils</li> <li>• Chart paper</li> </ul>

2. In the second part of the unit, students will be working on the following activities that attempt to increase and develop their reading comprehension skills.

➤ Have students act out words from the song and create sentences with them.

➤ Fill in the blanks missing words from the lyric

➤ Create with recyclable materials musical instruments like rattles and drums

➤ Sing and dance the song *la bicicleta*  
<https://www.youtube.com/watch?v=UVOQGLmYys>



➤ Talk about what rhymes are and identify rhyming words in the song.

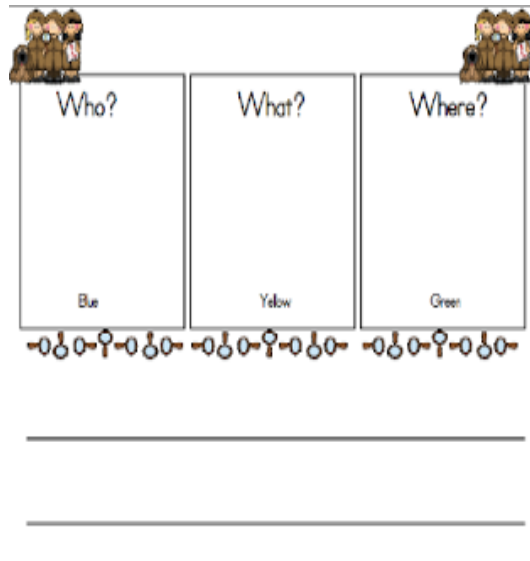
➤ Dance the song and after that, do a close reading exercise.

3. The main goal of this part of the unit is to work on reading and writing strategies with the *bicicleta* song.

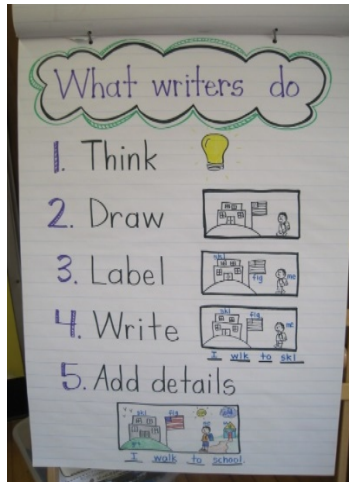
- Practice with sentence strip puzzles, while listening to the song:



- Practice reading comprehension and writing skills with Who, what, where flip books



- Whole group activity creating the 5 steps we need in order to be a good writer or author .



- Ask students to write 3-5 descriptive sentences about the song.

4. **Final project:** In the last part of this unit, students will be demonstrating their understanding and comprehension with the following activities.

- Pair work: create a new title for the song *vivir mi vida* by *Mark Anthony* using titles related to friendship.
- <https://www.youtube.com/watch?v=ziUICCKVL0U>
- Teamwork: students will create their own rhyme about friendship with *vivir mi vida* melody.



- **Final project:** create a song with all the rhymes and present this product to the families and students at the Multi-Cultural fair. Music and Dance teachers will be supporting the kids with this project as well.
- **Curriculum night:** In this session, parents will be learning and dancing with the teacher the new song created by their children in order to be presented at the Multi-cultural fair.

**ASSESSMENTS:** have students fill in the blanks as they listen to the song. Review with them afterward

*La Bicicleta*  
Por Carlos Vives y Shakira

Nada \_\_\_\_\_ a hacer  
Rebuscando en las heridas del \_\_\_\_\_  
No voy a perder  
Yo no \_\_\_\_\_ ser un tipo de otro lado  
A tu manera, descomplicado  
En una \_\_\_\_\_ que te lleve a todos lados  
Un vallenato desesperado  
Una cartica que yo guardo donde te escribí  
Que te sueño y que te \_\_\_\_\_ tanto  
Que hace rato está mi corazón  
Latiendo por \_\_\_\_\_, latiendo por \_\_\_\_\_  
La que yo guardo donde te escribí  
Que te sueño y que te quiero tanto  
Que hace rato está mi \_\_\_\_\_  
Latiendo por ti, latiendo por ti  
Puedo ser \_\_\_\_\_  
Caminando relajada entre la gente  
Yo te quiero así  
Y \_\_\_\_\_ porque eres diferente  
A mí manera, despelucado  
En una bici que me \_\_\_\_\_ a todos lados  
Un vallenato desesperado  
CORO

#### INFORMAL ASSESSMENTS:

- Listen and highlight: students will point out the repetitive language in a song. Have students listen to the song and highlight, circle, or underline, words as they hear them in a song. It is really important that you first establish with the students that you understand they will never be able to circle or highlight every word, every time, and that you know they sing very fast
- Pair up, fingers up: Pair students up, have them sit across from each other with the word cloud in between them. Have them race to point to words on the word cloud, as they hear them.
- Have students identify words they don't know vs. words they do know and recognize. In a song like this, my students recognized so much of our high frequency vocabulary, it gave them confidence going into the song that they actually know lots of it, it is just sung very quickly.
- Tape 10-20 of the sentences up and have a running dictation. Click here for further reference. <https://lamaestralocablog.com/2016/07/18/sprinting-dictation/>

#### COMMON CORE STANDARDS

**RL2.1**

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**RL2.4**

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how*.

**RL2.7**

Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting or plot. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

**R.I.2.1**

Ask and answer such questions as *who*, *what*, *where* and *how* to demonstrate understanding of key details in a text.

**R.I.2.4**

<b>R.I.2.5</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>R.I.2.7</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>L.2.1</b>	Explain how specific images contribute to and clarify a text.
<b>L.2.3</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.
<b>L.2.4</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.
<b>L.2.6</b>	Determine and/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: context clues, word parts, word relationships, and reference materials.
<b>S.L.2.3</b>	Use words and phrases learned through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe.
<b>S.L.2.5</b>	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.
	Create audio recordings of stories or poems; add drawings or other visual displays to stories

<p><b>W.2.1</b></p>	<p>or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. A. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write; B. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
<p><b>W2.5</b></p>	<p>Participate in shared research and writing projects.</p>
<p><b>W.2.6</b></p>	<p>Recall information from experiences or gather information from provided sources to answer a question.</p>

## CONTENT RESEARCH

As models of pedagogy have shifted over the last few decades, teachers are no longer at the epicenter of education, and instead, students are encouraged to directly engage in their learning. Howard Gardner espoused the widely popular pedagogical theory of Multiple Intelligences (Gardner 1983; 1999) which illustrates that people absorb and process information in several learning styles.

Movement and dance are connected to bodily-kinesthetic intelligence showing that some people learn best when their educational activities have many opportunities for them to connect their lesson with movement. Asher James is one of the leading figures in this research and for a few decades has popularized the idea that students learn best when learning is connected to movement (James 2003). Having students get up and move, such as by playing Simon Says when learning

body parts, or performing skits is not novel in education, but yet some teachers still question its effectiveness. Eric Jensen champions using brain-based research revealing opportunities for improving both memorization and recall, two key components of learning. He cites that the cerebellum not only controls movement and coordination, but also contains half of the neurons in the brain (Jensen 2005, 61). With so many potential connections that can be created, it is important for US not to neglect this important aspect of neurological integration into teaching. Instead, we should take advantage of the fact that our brain is apt to our body's moving and even benefits from connecting movement and language learning.

To further expand on what movement means in language learning, we have to consider all topics associated with movement in the classroom such as: music, rhythm, acting, pantomiming, reacting to commands, manipulation, etc. Music and rhythm are powerful for students as these mediums bring a novel aspect into their daily routine and connect them to the natural rhythm of language. Whole brain-based researcher Eric Jensen suggests some practical approaches (Jensen 2005, 66-7) to encourage more movement as students learn a new language. Some of the suggestions use music in the background for various activities such as ball tossing for vocabulary, storytelling while acting, role-playing, and stretching to encourage alertness. Movement can prove especially helpful for students with ADHD who find it very difficult to remain sedentary for long stretches of time. Students can also use rhythm and movement to practice word stress and pronunciation. For example, I have my students use their entire body to mimic the stress on a word in Spanish to know where to put a written accent. The Spanish word *televisión* has a written accent on the last syllable. As a student says the word, I ask them to lift their head when they hear the stress of the word. Some students choose to use their hand for this visual aid. Jazz chants (Graham 1978) also use the body and rhythm to get a more natural sense of the language by practicing its nuances such as pitch, pauses, and duration. Because of research during the past couple of decades, teachers are incorporating kinesthetic learning into their teaching allowing for more a much richer rich learning to unfold. David. M. Bell from Nagoya University in Japan explored ways of using movement in the foreign language classroom. Specifically, he integrated choral drills and jazz chants in his classroom to achieve better language proficiency in his students. Although he did not connect dance to culture as I have attempted to do, he has recognized the intrinsic use of movement and dance in language. In his article "Steps to Dance in the Adult EFL Classroom" he lists reasons for using dance in the classroom:

1. Dance in the language classroom provides engaging ways in which students can gain functional control of language by emphasizing phonological chunks, sentence stress and intonation, conversational rhythm, gesture and body movement, and other paralinguistic features.
2. Dance and gesture can combine to provide powerful kinesthetic connections for vocabulary development.
3. Dance can be used as a force to unify the community of the classroom, to enact and visualize language learning objectives, and by so doing lower affective factors in the classroom.

4. Dance has a power to transform our notions of classroom space. When you begin to make use of the open spaces of the classroom, you discover both that there is a lot of unused working space in a classroom and that large classes are much less formidable and remote than they appear when arranged in rows behind desks.

5. Dance helps expose language learners to the culture which underlies the target language. The dances I have used in class draw on a wide range of rhythmic sources: children's skipping or jump rope songs and rhymes, hand-clapping, sports chants, cheer-leading, together with blues, jazz, gospel, rock and roll, rap, etc.

6. Dance may allow students to get in touch with those rhythmic resources which played a part in the acquisition of their first language and make these available for the kinesthetic learning of their second language.

7. Dance liberates language learners from the silence and stillness which pervades many language classrooms, thereby helping to prepare the body (and the mind) for the more cognitive demands of language learning. (Bell 1997, 3)

Educators are encouraged to create authentic learning activities. (Bonnema 2009, 21)

Dancing to learn the rhythm of a language, retain vocabulary or to connect more genuinely with a culture all create an opportunity for students to activate physical and emotional pathways that enhance memory input.

Besides involving movement, dance is an expression of a culture; it is a great vehicle for not only meeting different learning styles, but arguably and most importantly, it allows students to better understand the complexities of a culture. To be an effective language teacher, I cannot separate language from other cultural expressions or I risk giving my students a one dimensional portrait of the language I teach. As Pat Moran states throughout his book, *Teaching Culture: Perspectives in Practice* (2001), there are many entry points into a culture, and dance is one that I have found to generate a lot of substantial interest from students and allows me to connect more deeply with them. Though movement in the classroom seems to be quite popular in the foreign language classroom, dancing to learn a language is still in its infancy, I believe, mostly due to how people perceive the role of dancing in an academic setting.

## Teaching strategies

### Read Aloud

“One particular kind of reading that is important for young children is shared reading with predictable books. Shared reading of predictable books is an extension of the lap experience that children had at home.”<sup>3</sup> During shared reading, the teacher will focus on concepts of print on the page. The teacher will point to words as he/she reads them; also discussing why some expressions and new words. The teacher will also point out types of punctuation that is being used in the story.

After I am done reading a book to the class, I like to go back and discuss parts of the book and look at the new expressions they learned practicing **cloze reading**. In the beginning of the year, I am asking questions like “Name the characters of the book.” Or “What is the setting of the book?” Along with asking questions about the book, I am reviewing concepts beginning, middle and end. I am having students point to the front of the book, back of the book, where we start reading, etc. As we learn print concepts, students are also learning about writing. They will mimic what they see in books. Students will begin to notice that they need a capital letter at the beginning of sentences, punctuation at the end of each sentence. They will also realize the structure of a sentence (who and what in the sentence). If students are paying attention to the writing in the book, not just the pictures, you will see a positive change in their writing.

### Writing with Students

A predictable chart has sentences written on lined chart paper dictated by students’ responses. The teacher writes the chart in front of the students but the students do not share the writing utensil during this activity. Predictable charts draw students’ attention to print and parts of a sentence. These charts illustrate top to bottom directionally and left to right print concept. They also can help aid the students recognize rhyming words, sight words and theme words.

Many classrooms write predictable charts together during the beginning of writing as an introduction or showing examples. Students then are able to use this chart as a guide to sentence writing or a jumping off point for their own writing topic. One thing to remember when writing predictable charts with your students is to give them ownership of their sentence. Teachers can do this by writing the student’s name in parentheses at the end of their sentence.

One other advantage of using predictable charts in your classroom is that they can be used during your reading block as well. Teachers can easily turn their predictable chart into a literacy center. Teachers can laminate their predictable chart for their students to use as a reading center. Students can use a pointer to point to the words as they read the sentences. Students will be confident readers because the sentences will be predictable and they helped create them.

Sentence building is a hands-on activity that has students build sentences on their own. The teacher will take sentences from the predictable chart they made the other day and write them on sentence strips. Then he/she will cut the sentence apart so each word is separated from the other words. The teacher will then have those words available in a center for students to use them in a pocket chart. Students will rearrange them and the words in the correct order to make a new sentence.

Another type of sentence building activity for students is when a teacher “writes a sentence from the chart on a sentence strip with a thick black marker, has a student find the sentence on the chart and match the sentence strip to it, then let the students watch as the teacher cuts the sentence into words. The teacher then will mix up the words for this sentence. Students will use the words to recreate a sentence as it is written on the predictable chart. The teacher will let a group of students become sentence builders by giving one word to each student to hold. Let students stand in front of the class in the same order as the words in the sentence of the predictable chart. The teacher will read the sentence aloud after each student gets in the place where he/she thinks that he/she belongs.

## **Anchor Charts**

“Anchor charts build a culture of literacy in the classroom, as teachers and students making thinking visible by recording content, strategies, processes, cues and guidelines during the learning process. Posting anchor charts keeps relevant and current learning accessible to students to remind them of prior learning and to enable them to make connections as new learning happens. Students refer to the charts and use them as tools as they answer questions, expand ideas or contribute to discussions.

Anchor charts should be organized and clearly displayed for all students to refer to. They should display significant concepts and/or steps to being a good writer. For instance during a mini-lesson my students and I make an anchor chart displaying the five steps to being a good compositor. This anchor chart presents the key words and pictures of these five steps. I then hang this in the writing center for students to refer to when they begin new writing pieces.

In Elementary classrooms, anchor charts are key to creating a print enriched room for the students. They are a way for me to display our themes and vocabulary that most of the students have not heard before. On my anchor charts there are always words along with pictures to assist my students in referencing the words from the songs.

## **Graphic Organizers**

“Graphic organizers enable the write to organize material logically and to see relationships between and among ideas. Effective use of graphic organizers can help the writer to present his or her ideas in an effective and persuasive manner, resulting in a focused and coherent text. There are various types of graphic organizers students may use to organize their thoughts for writing. The type of graphic organizer a student will use depends on what type of writing they will be doing. For example, if a student wants to compare two things they would use a venn diagram to map out the differences and similarities of those two things. Now if a student needs to lay out all the information they know on one topic (for example rhyming words), then the student would use a concept map to sort out all the facts they know about rhyming words.

During our writing time, I may also have the students create a tree map about their topic. A tree map helps the students group their ideas. For example, if a student is working on adjectives they can use the tree map to organize their facts about similar words. Then when it comes times to write the students have this wonderful graphic organizer with all their ideas mapped out and easily accessible.



## **Technology**

Technology is a wonderful interactive tool for students of all ages. Students should be engaged in their learning as much as possible and technology makes that happen. In many schools around the country, you will find a smartboard in the classroom. The smartboard is an interactive white board that is connected to a computer. It displays video clips, documents, hands-on games and activities for students and much more. The smartboard is operated by the touch of a finger or digital pens.

I am fortunate enough to have a smartboard in my classroom and the students love it. Every morning I write the morning message to the students on it. I use it to exhibit literacy and the songs we are working each day. The smartboard can be used as an alternative to the chart paper. The only problem is you cannot post your predictable or anchor charts on the wall if you write it on the smartboard. I do however use the smartboard to have students build words, create messages, fill in charts and much more.

## **Conferencing**

"Teaching writing and rading must become more like coaching a sport and less like presenting information. You have to do more than call out the errors."—Lucy Calkins.

“When you confer with a student, it isn’t your job to fix or edit the student’s writing. Rather, it’s to teach the student one writing strategy or technique he/she can use in a current piece of writing and continue to use in a future writing. During the independent writing time, a teacher will pull a small group of students to a table to address the one writing strategy they all need to work on. A teacher should be conferring with all his/her students at least once a week. The lower level writers may need to confer with the teacher every day to reinforce the skills being taught.

“During a conference, sit side by side with the student, with her writing in front of both of you. It is best when the conference feels like a conversation, with both you and the student talking and listening to each other. Ask what the student is doing as a writer, compliment what the student is doing well, then teach a writing strategy or technique. Prompt the student to tell you what she is working on and what she needs help with, and at the end of the conference, to describe how she will use the writing strategy you just taught.

As teachers confer with their students they will need to keep record of the writing conferences they perform. I recommend teachers carry a notebook or binder so they can record who they conferred with that day and what skill they addressed with that student. This way you have a track record of how your students’ writing is growing and what skills you need to still address. Confering also gives the student “individual” time with their teacher. The student is able to read what they have written and display their hard work to their teacher.

Last but not least: Integrate music, art and dance teacher in this project so they can support the students with the final presentation. You are not in it alone: There are resources available that you may not even be aware of. For example, you may have another teacher or student in your school who may be willing to model some dance steps in conjunction with your lesson. You can also attend a performance or watch one online on [youtube.com](https://www.youtube.com). This lesson can also be made even more collaborative by putting students in charge of peer-teaching their 23 classmates, and then maybe a small performance for another class, followed by teaching that other class the steps. The benefit from this approach is that students learn best when transferring that information to real life situations (Vosniadou 2001)

## **Appendix One: Teaching Standards**

**RL2.1** Ask and answer such questions as who, what, where, when, why, and how.

Throughout the songs and rhymes, students will be able to use WH questions that they are familiar with to create complete sentences.

**RL2.4** Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Students will be able to use rhymes in their sentences to relate the word that rhymes with nouns, adjectives or simple verbs. I will also expand this strategy in shared language activities not only with Spanish but also with my science class.

**RL2.7** Use information from illustrations & words to demonstrate understanding of its characters, setting, or plot.

Students will be able to speak and write complete sentences that have a subject, predicate and details while they understand the meaning of the words using dictionaries.

**RL2.10** Read grade level texts.

Students will be able to speak and write complete sentences that have a subject, predicate and details while we highlight and identify the verbs, nouns and adjectives in both songs.

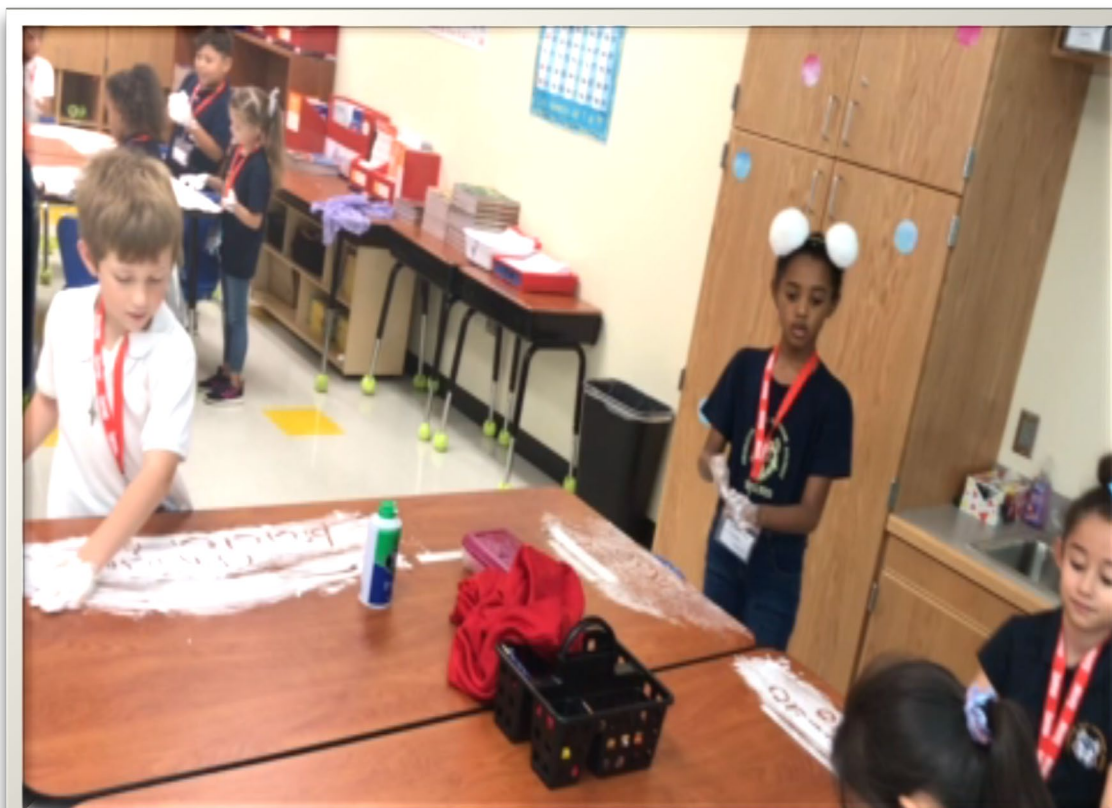
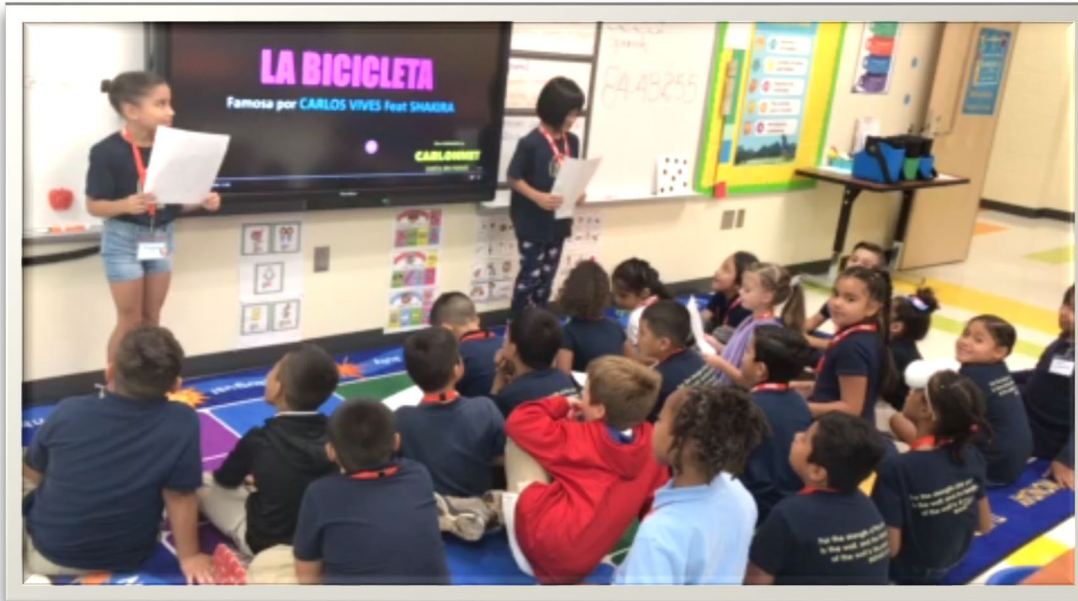
**RI2.4** Determine the meaning of words and phrases in a text.

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

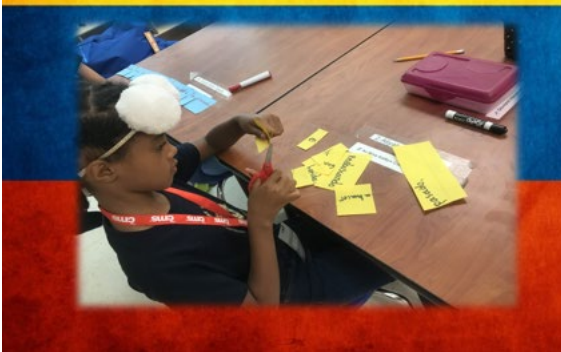
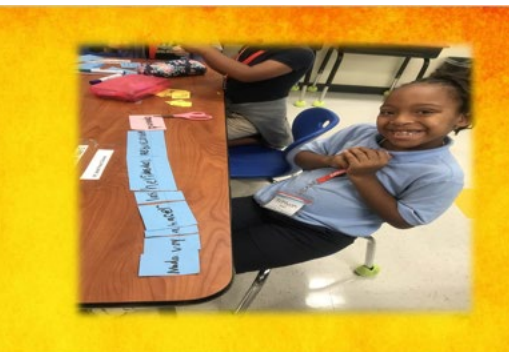
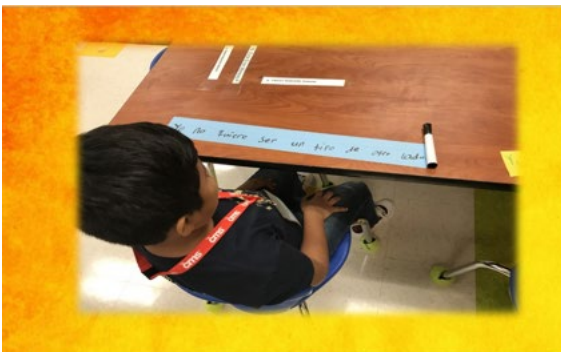
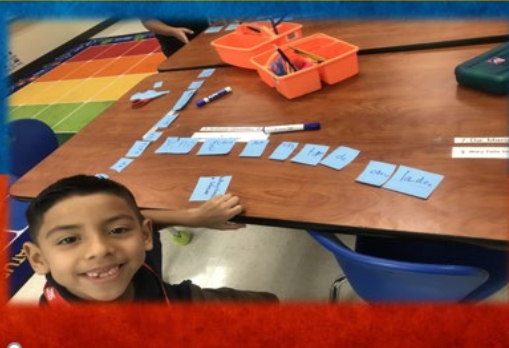
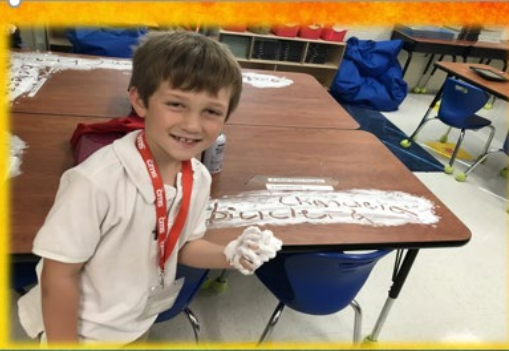
**RI2.7** Explain how specific images contribute to and clarify a text.

Students will be able to add details, using descriptive words, to make their sentences more interesting to the reader.


## Appendix Two







# Cloze activity lyrics page



*La Bicicleta*  
*Por Carlos Vives y Shakira*

Nada \_\_\_\_\_ a hacer

Rebuscando en las heridas del \_\_\_\_\_

No voy a perder

Yo no \_\_\_\_\_ ser un tipo de otro lado

A tu manera, descomplicado

En una \_\_\_\_\_ que te lleve a todos lados

Un vallenato desesperado

Una cartica que yo guardo donde te escribí

Que te sueño y que te \_\_\_\_\_ tanto

Que hace rato está mi corazón

Latiendo por \_\_\_\_\_, latiendo por \_\_\_\_\_

La que yo guardo donde te escribí

Que te sueño y que te quiero tanto

Que hace rato está mi \_\_\_\_\_

Latiendo por ti, latiendo por ti

Puedo ser \_\_\_\_\_

Caminando relajada entre la gente

**Word cloud- listen and highlight:** One of the ways I use Word Clouds when listening to songs is to point out the repetitive language in a song. Have students listen to the song and highlight, circle, or underline, words as they hear them in a song. They also can identify adjectives, nouns and verbs.



<https://lamaestralocablog.com/2016/07/18/sprinting-dictation/>

Each student is paired with a friend. They have to decide who will start as the runner and who will be the secretary. The runner's job is to run around reading the sentences from the song and run back to their partner, the secretary, whose job it is to record those sentences



<https://youtu.be/V9nhjaYHlFA>



### MANUALIDADES CON MARACAS



### VIDEO COREOGRAFIA DE LA BICILETA



00:00.00





Ella es la favorita.

Ella baila sola.

Carlos, llévame en tu bicicleta.

Yo quiero que recorramos juntos esa zona.

Ella Tiene los pies descalzos.

CTI presentation which includes video with one family and activities with the children in my classroom.

[https://docs.google.com/presentation/d/1SreXldqCncA9PB\\_Nhe1EKnaZa3UQ4\\_XH/edit#slide=id.p9](https://docs.google.com/presentation/d/1SreXldqCncA9PB_Nhe1EKnaZa3UQ4_XH/edit#slide=id.p9)

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<https://www.auca.es/beneficios-musica-ninos/>

[https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1481&context=ipp\\_collection](https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1481&context=ipp_collection)