

# NOTEWORTHY LANGUAGE

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# Agenda



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- Introduction to the guide



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- Breaking down the ABCs



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- Expertise in the room



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- Putting it work: Practice with songs



3

- Overview of the ABCs for successful strategies



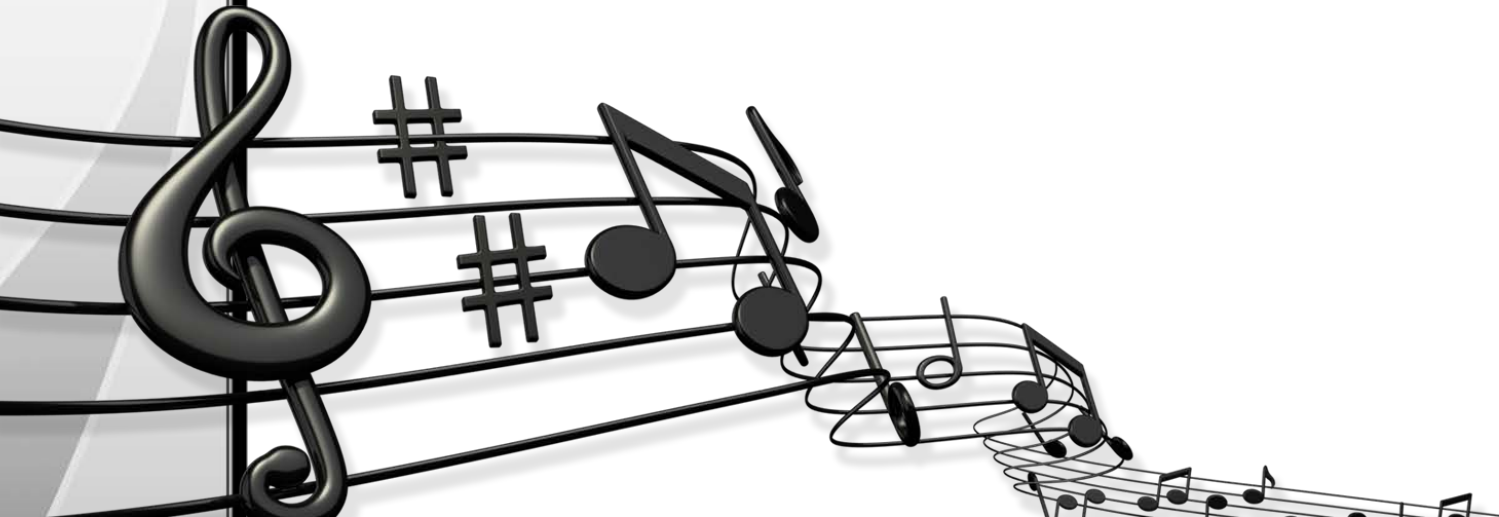
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- Conclusion



# Introduction to the guide

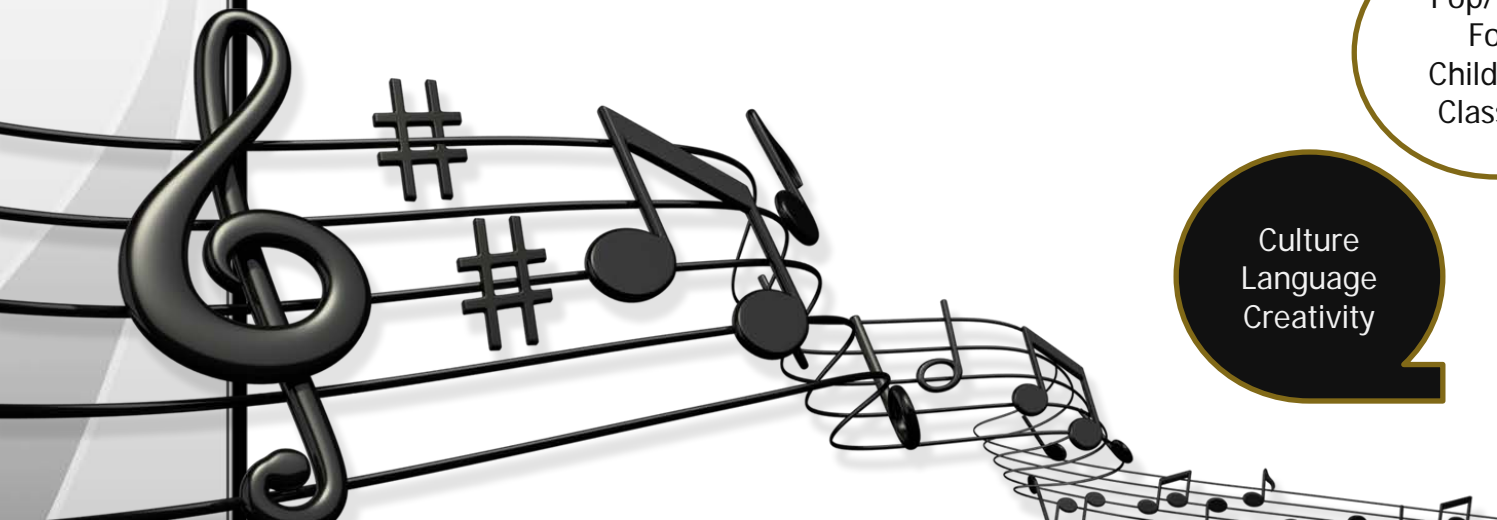
- The Grammy Museum and the Jane Ortner Educating Through Music Award
- Guide available at <http://noteworthylanguage.wikispaces.com>
- Three parts:
  - Music to practice language concepts and structures
  - Music as a springboard to student creativity in the language
  - Music as a window to the cultures that speak the language



# Expertise in the room

## Gallery walk

1. Start at one table. Read the question or prompt.
2. Use your post-it notes to add your ideas for how you do this (or have seen this done) in the classroom
3. When timer sounds, go to next table
4. Read their ideas
5. Add your own
6. Continue circulating until you have visited and contributed to all of the tables.



Pop/Rock  
Folk  
Children's  
Classical

Culture  
Language  
Creativity

# Learning from each other

- Questions from the gallery walk?
- Accessing your ideas after this session
  - Ideas from tables will be on wiki:  
<http://noteworthylanguage.wikispaces.com>
  - Or, use your QR code reader to access wiki here:



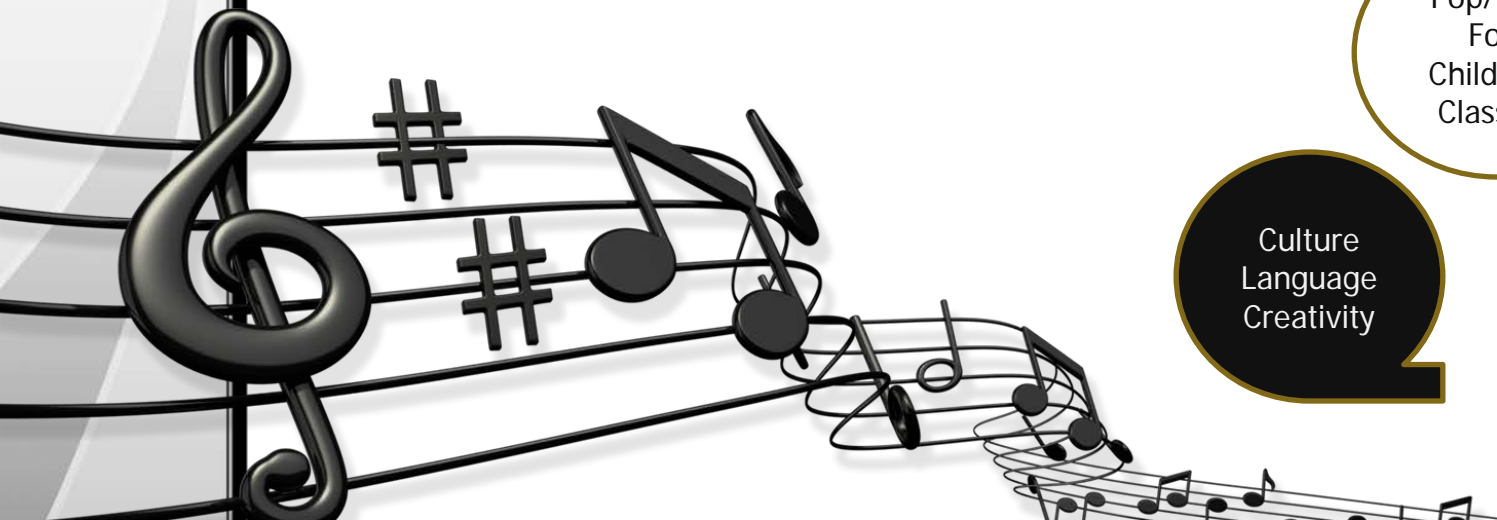
# Introduction to the ABCs

Informed through extensive reading, observation, collaboration and practice...still a work in progress!

A = Anticipate the song: preparation

B = Build comprehension and language: supporting student proficiency and comprehension during listening

C = Connect, construct, communicate: analyze and synthesize after listening



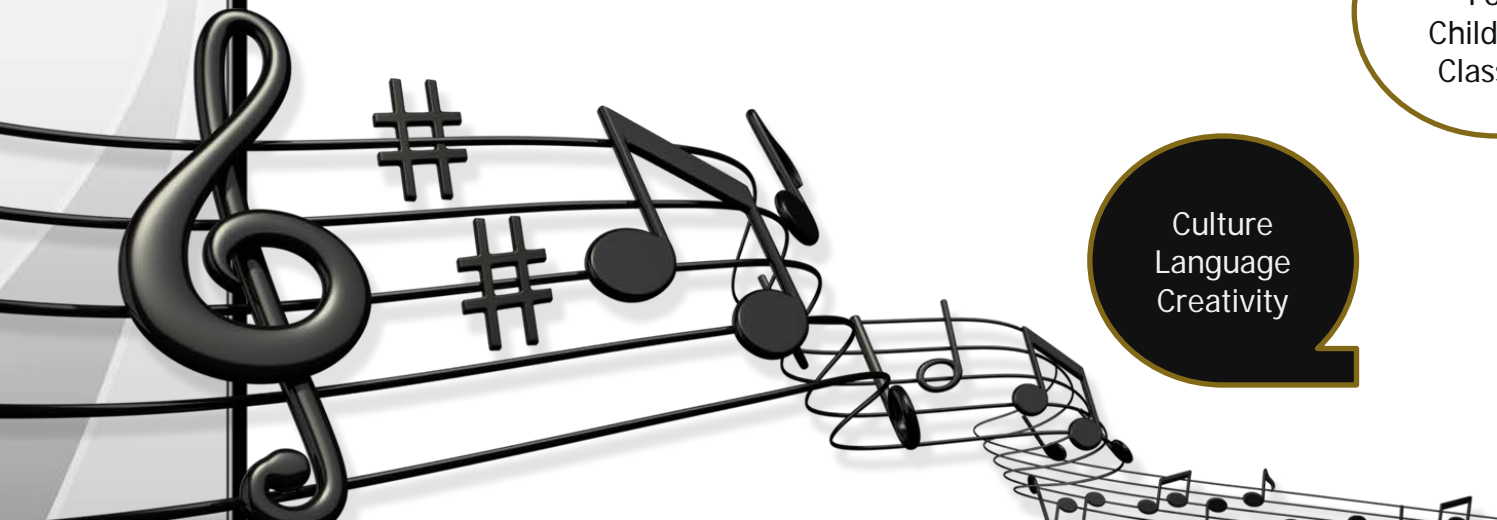
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# A is for anticipating

Help students anticipate the song; prepare them to listen.

- Questioning
- Predicting
- Activating prior knowledge and experiences
- Contextualizing the song with related articles, videos, literature, etc.

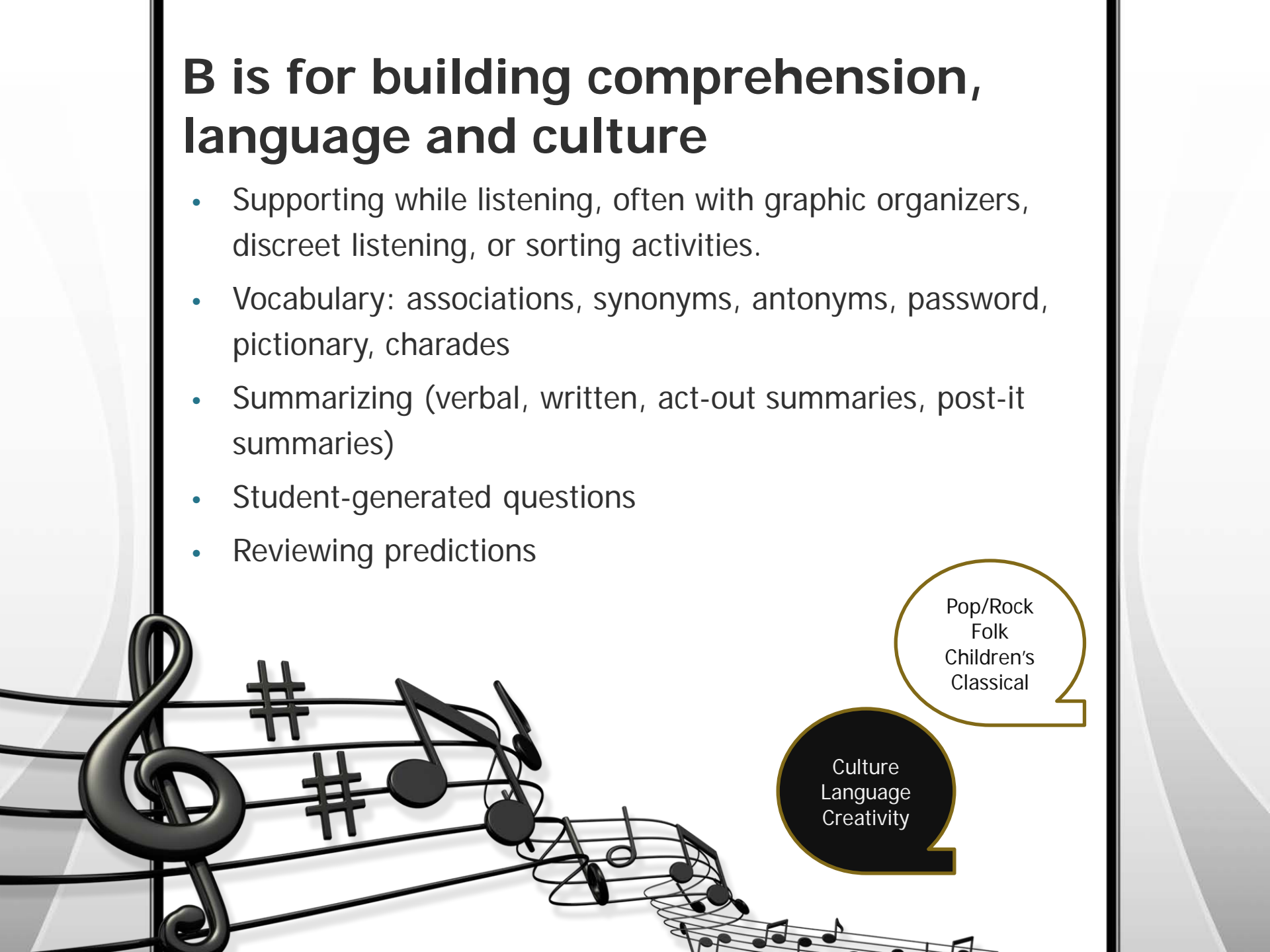


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# B is for building comprehension, language and culture

- Supporting while listening, often with graphic organizers, discreet listening, or sorting activities.
- Vocabulary: associations, synonyms, antonyms, password, pictorial, charades
- Summarizing (verbal, written, act-out summaries, post-it summaries)
- Student-generated questions
- Reviewing predictions



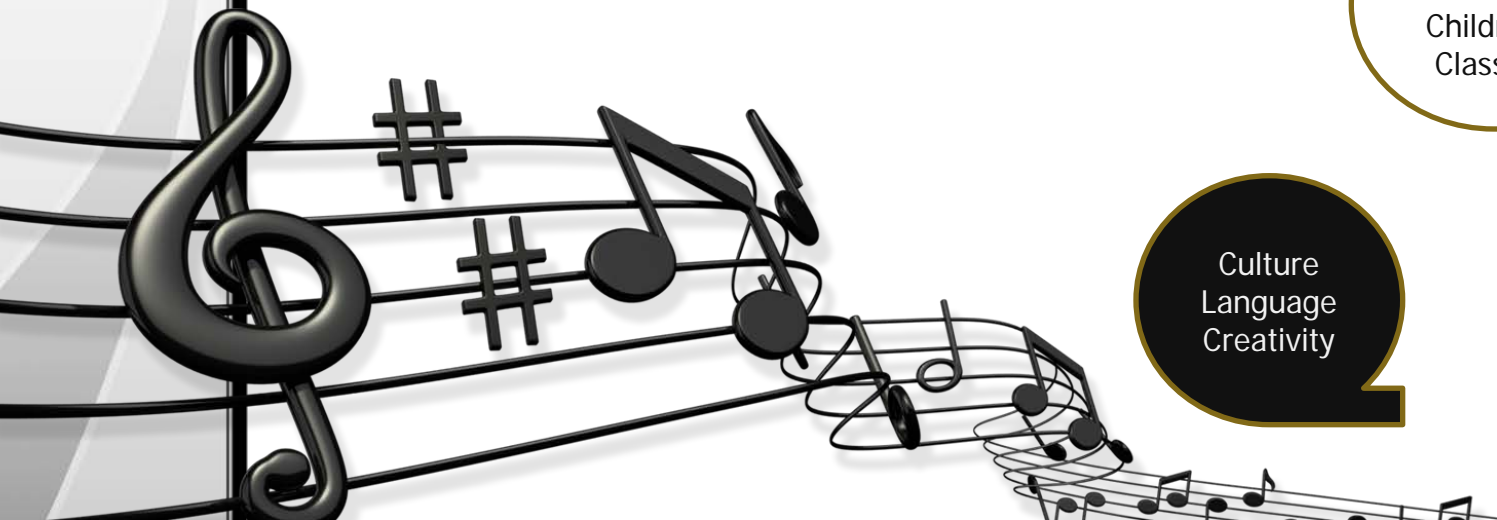
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# C is for constructing, connecting, creating and communicating

- Discuss: question themes, ideas, concepts
- Connect and compare to other material
- Demonstrate analysis: create a target-language response
  - (New) word cloud
  - Creativity generator (synectic summaries)
  - Re-write lyrics:
    - Point-of-view; Time frame




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# More creative communication: engage creativity and relevance

- Particularly for songs with a social message or commentary:  
connect to current events, especially in target language cultures:
  - What words describe both? See “template projects” below;
  - Letter to the editor, forum post or article related to song’s theme (students identify themes);
  - TV report;
  - “Graffiti” or flyer about a cause
- Continue the story
- Template projects: secret books, strip books, found poems, “I know” poems, mandalas, acrostics, rewrites



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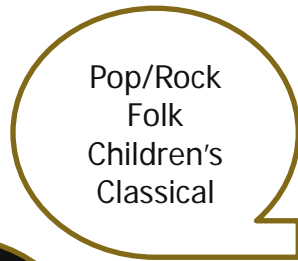
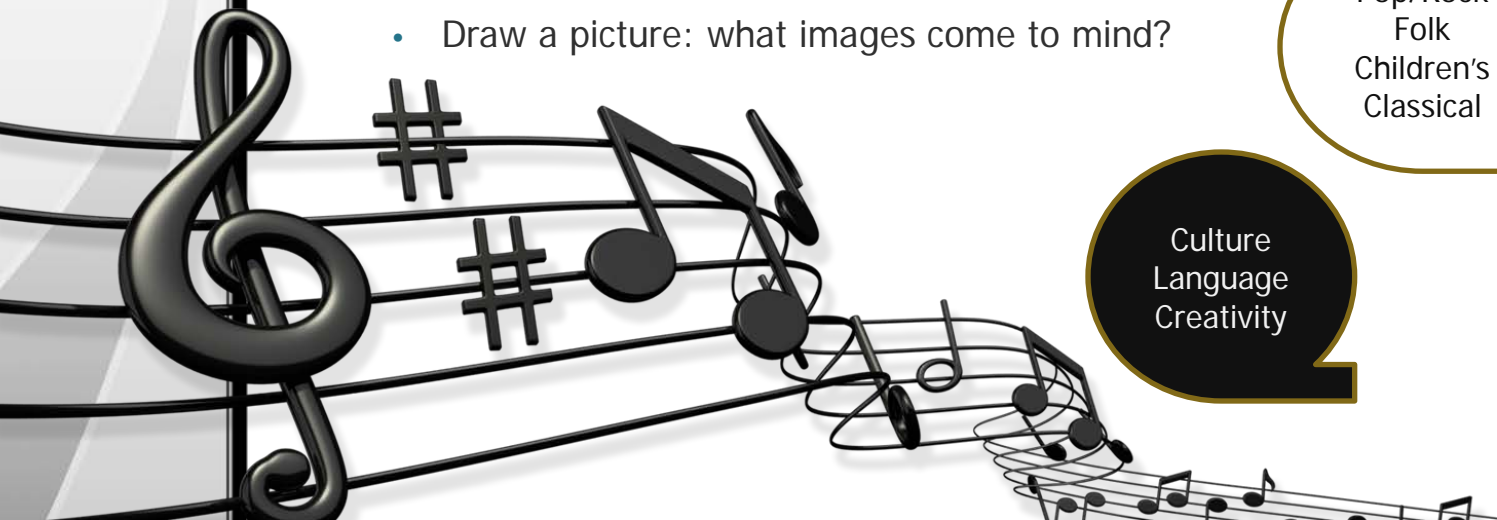
# Putting the ABCs to work: Anticipate

- Quotes:


- “Just standing in line waiting for bread.”
- “Brother can you spare a dime?”

- Think-pair-share:

- What do you think this song is about? What questions do you have?
- When do you think the song was written?
- Does the song remind you of any experiences you or others have had?  
News articles? Films? Which ones? Why?
- Draw a picture: what images come to mind?



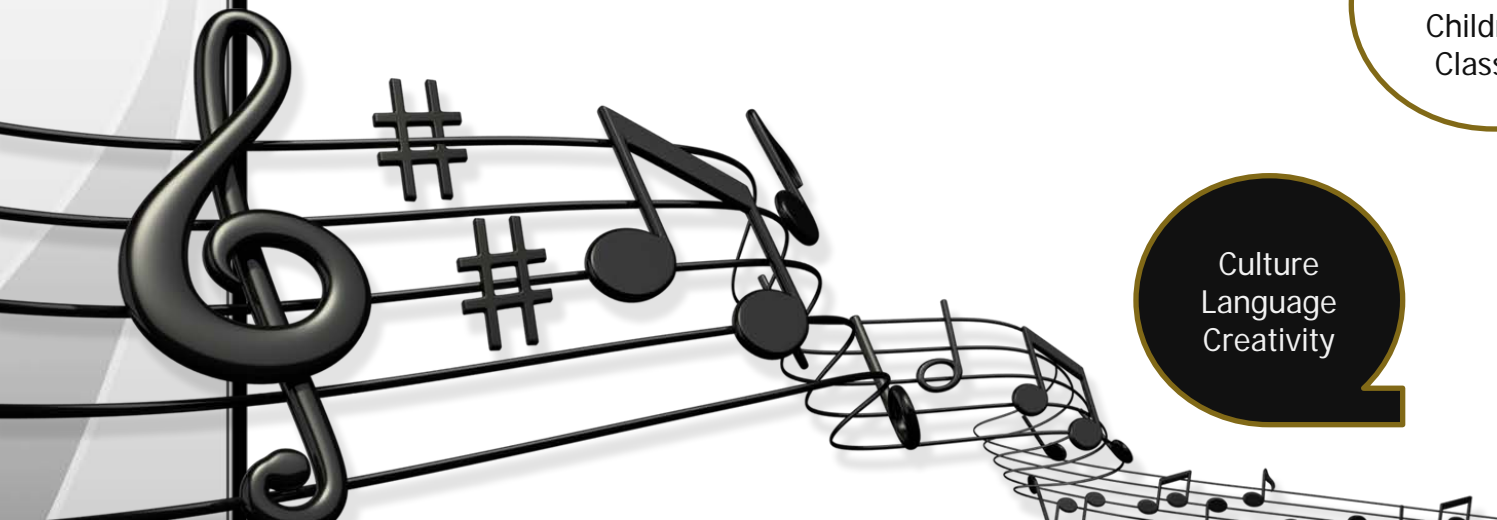
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# Still anticipating!

- Choose from the words in the envelope to make one more sentence you think is in the song.
- Visit the other groups to see their sentences.
- Vote for the most likely sentences.
- Refine predictions and questions; check vocabulary.

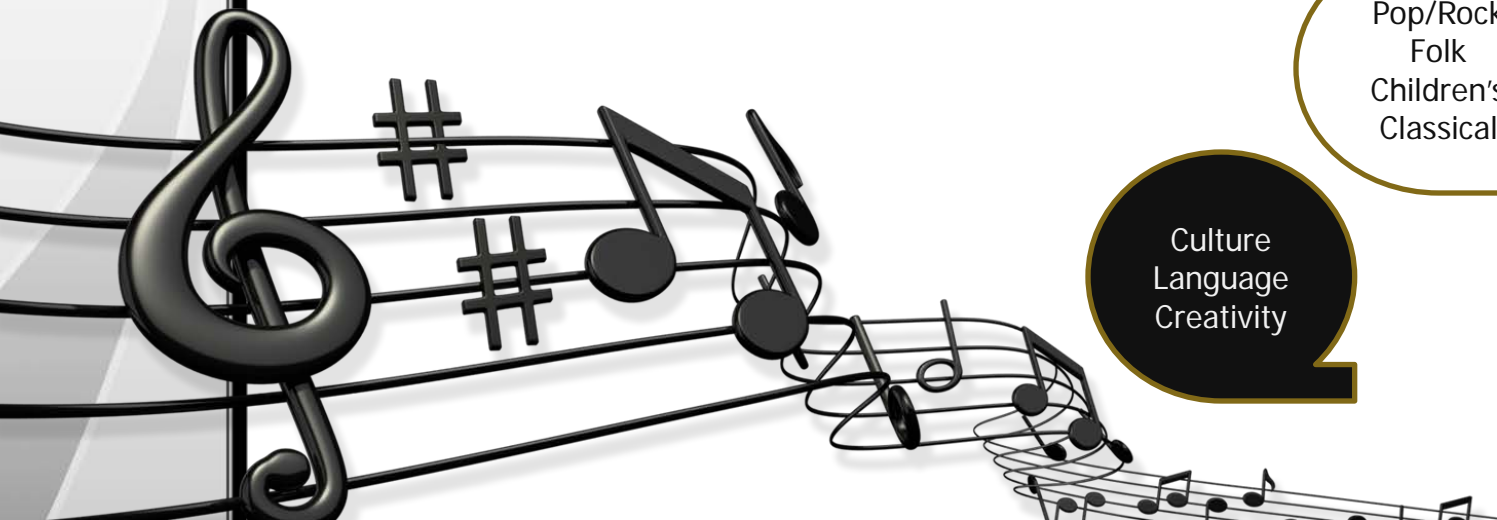


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# Let's hear it! Building proficiency

- Listen and fill in the missing words.
- Revisit predictions, questions
- Vocabulary: word associations
  - Railroad; Dream; Boots; Drum; Buddy
- Character analysis: who is "Al"?
- Act-out summaries.

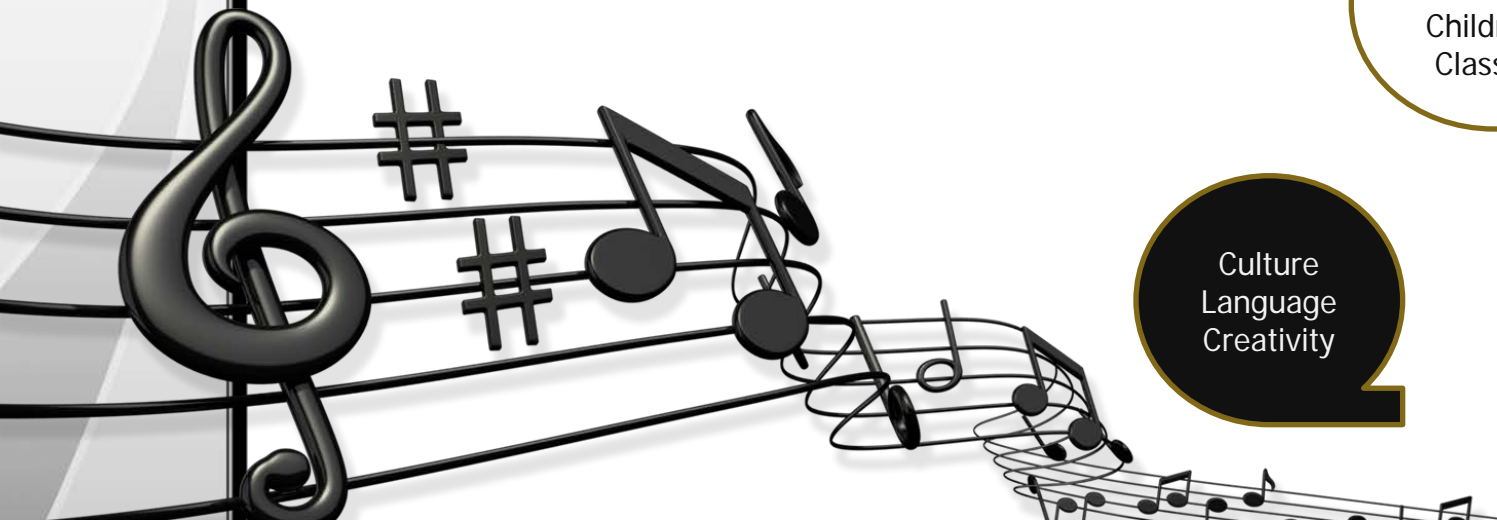


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# The Creativity Generator

- Also known as “curiosity box” or “synectic summary.”
- Choose an item from the table for your group.
- Study the item. Think of its characteristics, what it’s used for, or any other aspect.
- Explain how this object relates to the song.
- More creativity, connections and communication to come....



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# And on another note...Anticipating

- Journaling quad and discussion:


- A. Draw an image that represents childhood
- B. List "key words" to refer to an experience you had that made you realize you had grown up
- C. Word splash: What is the BEST thing a child can learn in school?
- D. One sentence: What is the worst thing a child can learn in school?

- Word sorts and predictions

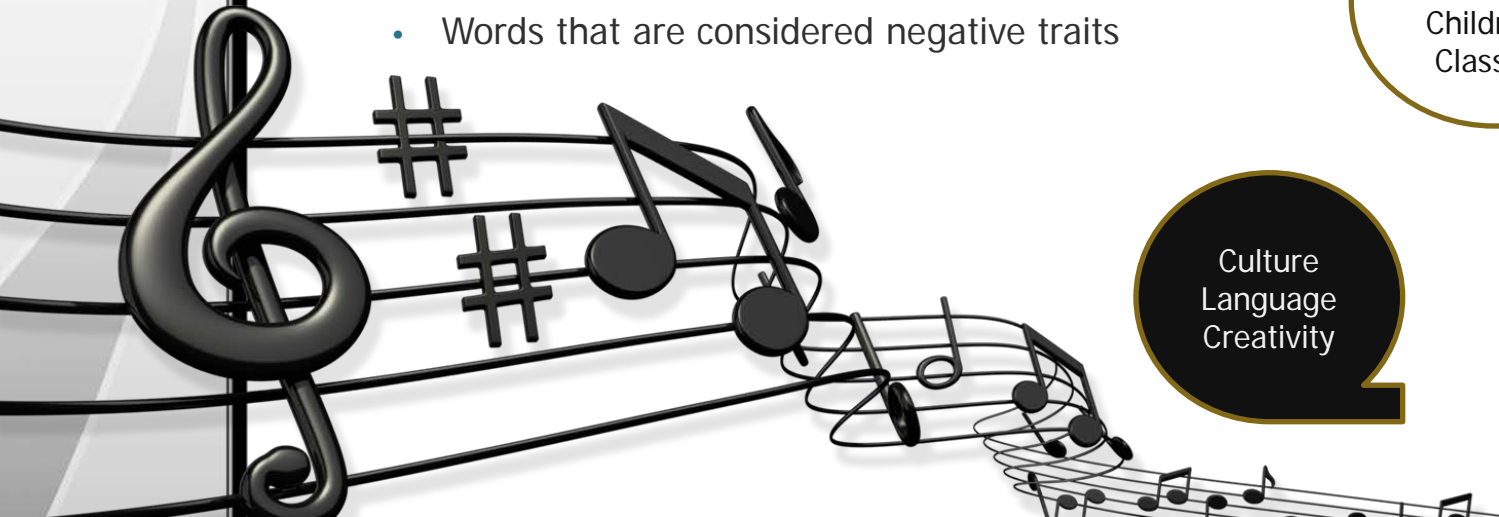
- Words that are considered positive traits
- Words that are considered negative traits



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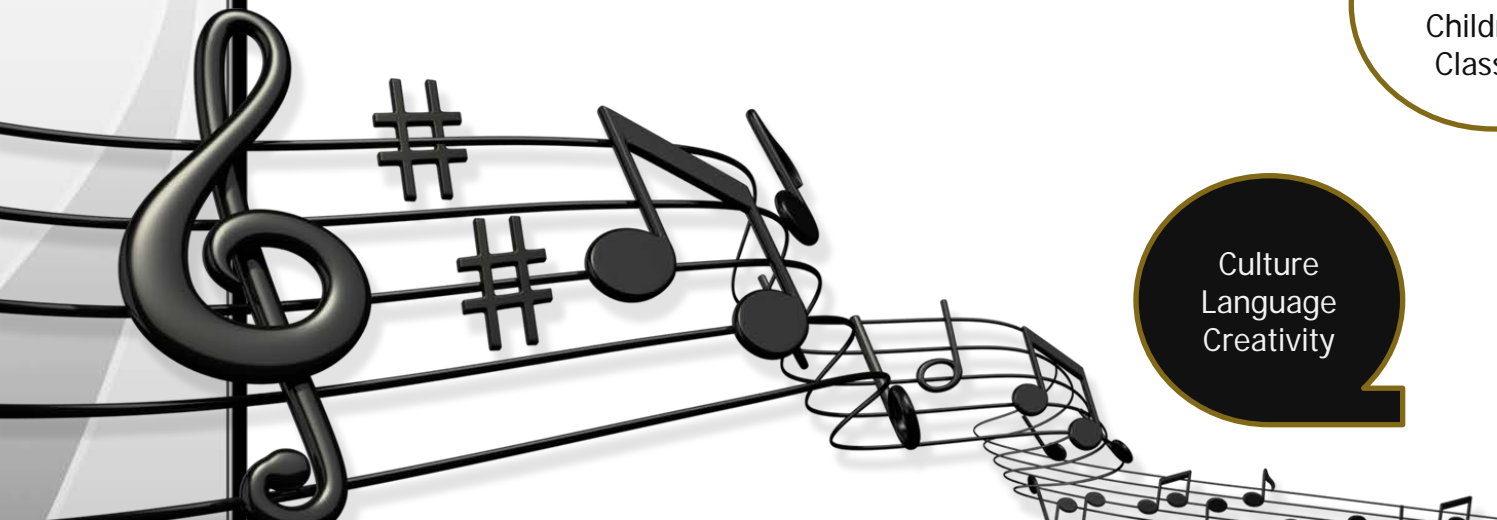


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# Still anticipating; listen to confirm

- Predicting the lyrics
  - Using the word box on the bottom, try to complete the lyrics
  - Note that some are used more than once (quantity indicated)
- Listen and confirm lyrics



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# Building proficiency

- Listen and sort:

- Resort the words based on how they are used in the song (positive or negative traits)

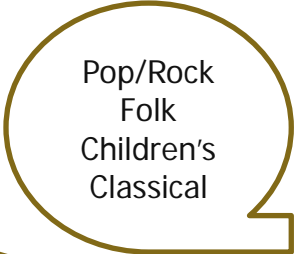
- Most powerful words? Circle them; discuss

- Positive or negative?


- Would the singer consider these words to be positive or negative? Why?

Fictional, whimsical, flexible, typical, mythical, predictable, traditional, original, individual, unpredictable

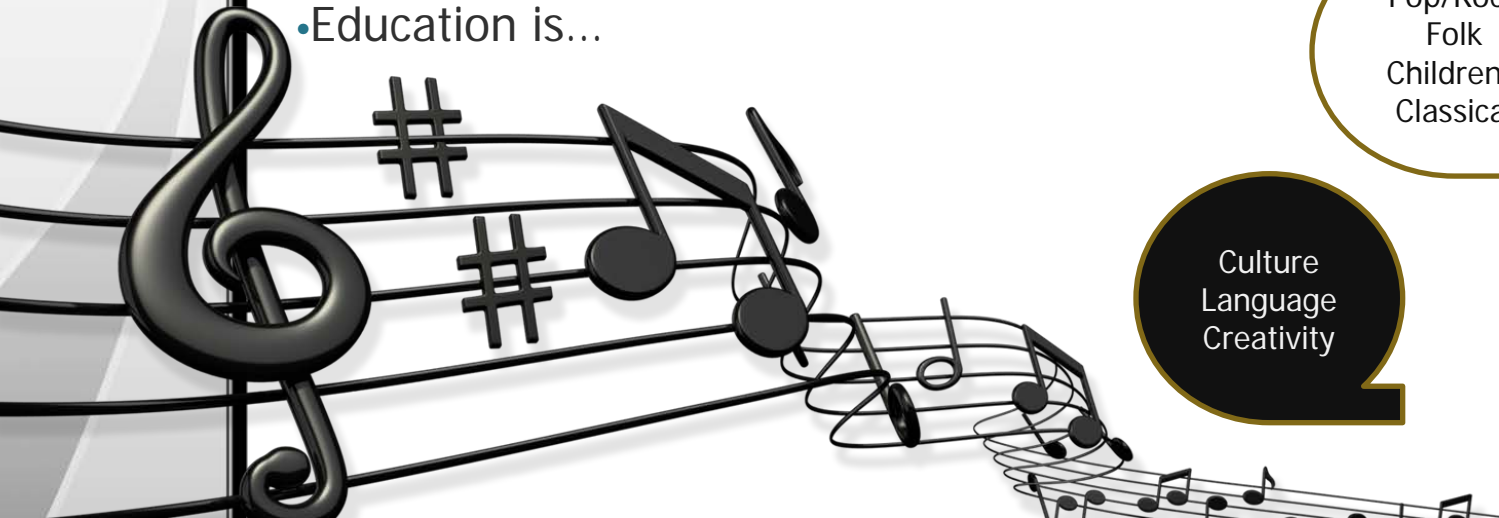
- Education is...



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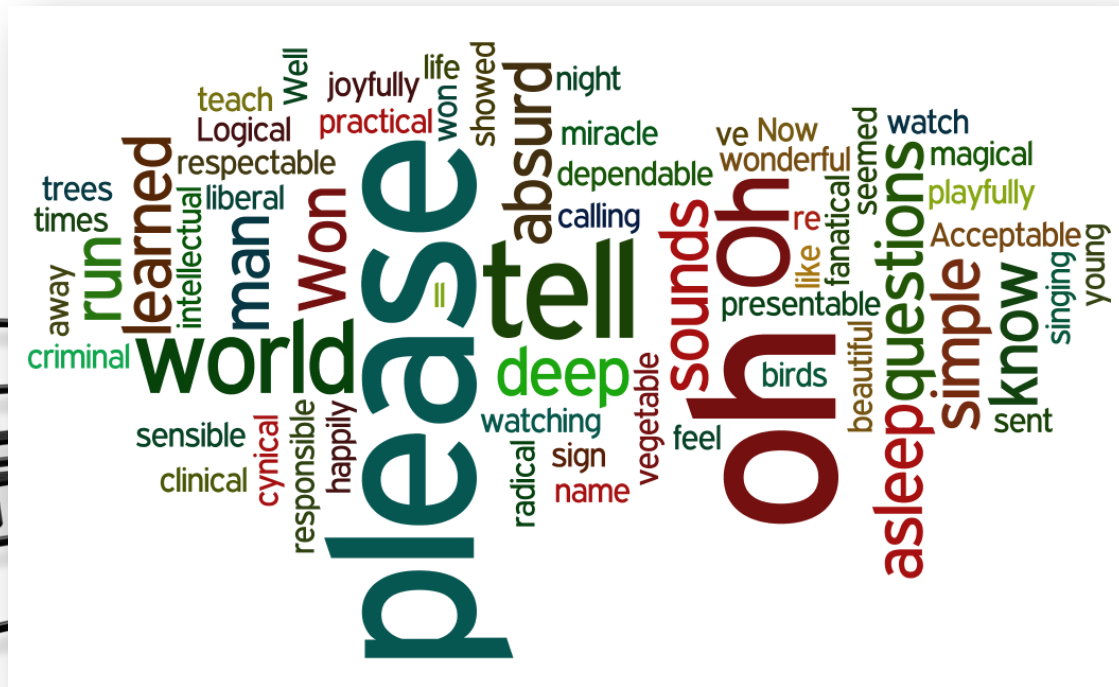


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# Creating, connecting, communicating

- Word cloud of themes of both songs
- Found poem using both songs
- I know poem of preferred song
- News report based on one song (30 seconds)





**Thank you for your participation**

<http://noteworthylanguage.wikispaces.com>

Twitter: @nnaditz

Blog: <http://3rs4teachers.wordpress.com>