

Musical Echoing - Teaching with Musical Stories, Actions and Music

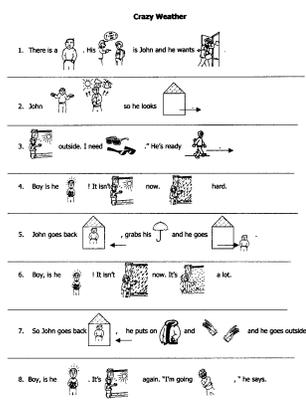
What: Using **pictures** as cues, reinforcements, clarification or memory guides, rhythmically **chant** simple **stories** (with or without music). Physical gestures and movement may also be added.

Why: By combining the most pleasant and effective elements of the Multiple Intelligences (musical, visual, kinesthetic and linguistic) and successful methodologies (chanting, using music, picture reading, TPR, and story telling) we can achieve maximum results and have an absolutely delightful time in the process.



Who: Any age group and any level can use this system or methodology. It doesn't matter if the students are literate or barely literate, as pictures and chanting help them produce. Of course, if they can read, it's even better. This method helps with vocabulary, sentence structure, pronunciation, grammar and virtually all aspects of language learning or language acquisition.

How: The teacher may make up his own story based on the following guidelines, or purchase them (with the music) from Vibrante Press. (www.vibrante.com)



- The teacher makes up a story of 6-8 stanzas or lines. (Of course there can be many "chapters" or sections of a longer story if desired.)
- These stanzas or lines are subdivided into 3 segments (phrases, short sentences, logical breaks in longer sentences) of about 5-8 syllables or beats.
- Each segment should have a picture of one of the vocabulary words or concepts. Therefore each stanza should have 3 pictures or so.

- Get, draw, buy flashcards of the pictures used in the stories.
- Practice saying your story with the proper rhythm, making sure it fits and is not too fast.
- Do it! (Detailed instructions on back)

For questions, contact Lonnie, Lonnie@vibrante.com

Suggested Instructions for Musical Echoing

1. The teacher teaches selected vocabulary (either by stanza or the whole enchanted story) with picture flashcards and/or gestures (motions).
2. Say the first segment of the first stanza with rhythm. (or with the music) (John is a boy. /John is a boy,) The students repeat, also keeping the rhythm.
3. Say the second segment. Students repeat. (He is a student./ He is a student.)
4. Say all three segments, keeping a consistent rhythm. The students only repeat the new (third) segment. (John is a boy. He is a student and he has a backpack. / He has a backpack.)
5. Do this about three times with the students repeating as a group. Then have individual students (about 3-4 different ones) repeat after you the same stanza.
6. Stop the music and ask your questions. (Is John boy?, Is he a boy or a girl? Is he a girl? What is John?....)
7. Continue with the rest of the stanzas until you have chanted and answered questions about the whole story.
8. As supplementary seatwork or homework, have the students progressively read or write more and more.
 - “Read” the chant with words and pictures
 - Write the story with the same picture story as cues or guides.
 - Write the featured words from memory (homework or test)
 - Write the whole story with only the pictures as cues.
 - Have the students recite the story with only the pictures as cues, not repeating after the teacher.
 - Make a new variation on the learned chanted story by changing the pictures. (male to female, singular to plural, names of people in class, different nouns, change verb tenses, change selected verbs, expressions, etc.)

School 1 (script)

1. a. John is a boy. *(John is a boy.)*
b. He is a student. *(He is a student.)*
c. John is a boy. He is a student. He has a backpack. *(He has a backpack.)*

2. a. The backpack is big. *(The backpack is big.)*
b. It is not small. *(It is not small.)*
c. The backpack is big. It is not small because there's a lot inside. *(because there's a lot inside.)*

3. a. There is a notebook *(There is a notebook)*
b. that has a lot of paper *(that has a lot of paper)*
c. There is a notebook that has a lot of paper and also some pens. *(and also some pens.)*

4. a. There is a pencil *(There is a pencil)*
b. with an eraser *(with an eraser)*
c. There is a pencil with an eraser to do all the homework. *(to do all the homework.)*

5. a. John does the homework. *(John does the homework.)*
b. He does it every night *(He does it every night)*
c. John does the homework. He does it every night and he puts in the notebook. *(and he puts in the notebook.)*

6. a. John closes the notebook. *(John closes the notebook.)*
b. He puts it in the backpack... *(He puts it in the backpack...)*
c. John closes the notebook. He puts it in the backpack then he goes to school. *(then he goes to school.)*





Oral Questions – School 1

Level One Questions (Looking at the pictures)

1. Is John a girl? Is John a boy? Is he a teacher? Is he a student? Does he have a book? Does he have a backpack?
2. Is the back pack small? Is the backpack big? Is there nothing inside? Is there a lot inside?
3. Is there a stereo? Is there a notebook? Is there a lot of water? Is there a lot of paper? Are there a lot of markers? Are there a lot of pens?
4. Is there chalk? Is there a pencil? Does it have ink? Does it have an eraser? Is it to do exercises? Is it do homework?
5. Does John do exercises? Does John do homework? Does he do it every morning? Does he do it every night? Does he put it in the desk? Does he put it in the notebook?
6. Does John open the notebook? Does he close the notebook? Does he put it in the bus? Does he put it in the backpack? Does he go to the store? Does he go to school?

Level Two Questions (Looking at the pictures)

1. Is John a girl or a boy? Is he a student or a teacher? Does he have a book or a backpack?
2. Is the backpack big or small? Is there nothing or a lot inside?
3. Is there a notebook or a stereo? Does it have a lot of water or paper? Does it have pens or markers?
4. Is there chalk or a pencil? Does it have an eraser or ink? Is it to do homework or exercises?
5. Does John do homework or exercises? Does he do it every night or every morning? Does he put it in his notebook or in his desk?
6. Does John open or close his notebook? Does he put it in his notebook or in the bus? Does he go to school or to the store?

Level Three Questions (Looking at the pictures) (You may still give two choices after asking the question in the early stages as they may not understand the question yet. Then, if desired, ask all the questions again without giving choices for answers.)

1. What is John? And what else is John? What does he have?
2. How is the backpack? (What does the backpack look like?) Why is it big?
3. What is there? What does it have? What else does it have?
4. What is there? What does it have? What is it for?
5. What does John do? When does he do it (the homework)? Where does he put it?
6. What does John do? Where does he put it? Where does he go?

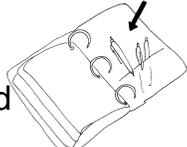


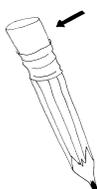
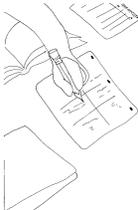
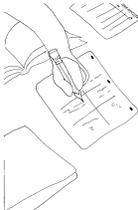
Story # 1 - School 1 (workbook page)

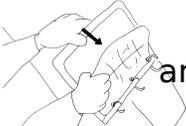
Say the story out loud then write it (using words instead of pictures) on your own paper.

1. John is a  . He is  a  . He has a

2. The backpack is  . It is  not  .

3. There is  also some  a that has a lot  of  and

4. There is  the  a  with an  to do all

5. John  in the notebook . He does it  every  and he

6. John  the notebook.  backpack then  He  he  in the



