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The effects of songs in English language acquisition to English language learners

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The Effects of Songs in English Language Acquisition to English Language Learners

By

______ Judi Dinets______

A Graduate Field Experience

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REFERENCES
EFFECTS OF SONGS IN ENGLISH LANGUAGE ACQUISITION TO ENGLISH LANGUAGE LEARNERS

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Abstract

The purpose of this study was to examine the efficiency of teaching English language learners in any content area such as science with the help of songs in order to accelerate their acquisition of the material. The study involved four students, ranging in age from seven to eight. Of these participants one student joined the group later on in the study. The study, which lasted for six weeks, consisted of science classes, based on the theme of weather. Five science lessons were taught with the help of songs, while the other four were taught without the help of songs. The participants were acquiring vocabulary, grammatical structure, and comprehension through the four domains of language. The results contradicted the anticipations since students had better outcomes in the last four lessons where there were no songs involved.
Chapter 1
Introduction

On a beautiful May Day in a suburban school in a Midwestern Village, children sang in a school concert and performed the most popular songs of the year 2015. All classes performed several songs and from each class there was at least one solo singer. One of the solo singers was my daughter. Of course, all the students knew all the words to the songs they performed, including the solo singers. They were able to retrieve all the words of each song from memory. For students whose English is a second language, songs would be an asset in language learning.

In this Village District, there are four schools: one elementary school has students from K-4 to 6th, while another elementary school has the same grades, The Intermediate School students are in grades 7th to 8th while the High School is part of the school district as well.

This neighborhood community has immigrants from different countries and many enough English Language Learners (ELLs) in all four schools of the district. One of the elementary schools has 47 ELL students of which some students are from Ukraine, Bangladesh, Germany, Uzbekistan, Saudi-Arabia, Iran, Taiwan, and Asia. This school shows higher results on the proficiency level in a WKCE standardized test in reading. 100 students in school were tested with 37 1st to 3rd grade ELL students. The English language learners received lower results than the rest of the students in this school, in general, and their highest scores were basic for reading. The ESL teacher indicated that the ELL students participate in the general classes and do not have any disabilities. Although the course book discusses the possibility of students being mislabeled as having a Learning Disability (LD) for ELL students, this school proves that opinion to be wrong (Rhodes, Ochoa, & Ortiz, 2005). The ELL teacher has to work in all k-5 to 3rd grades in the district, and she has two assistants, one of them is an Asian woman who speaks the Chinese language of Mandarin. The District does have English as a Second Language (ESL)
services in an ESL classroom with lessons given by the ESL teacher and the two assistants. The children learn phonics, social vocabulary along with science and social studies. In addition, the ESL teacher helps the ESL students while in the general classroom with the rest of the American students. I was assigned to work with four second grade Chinese students who functioned at a beginner level in ESL. These three boys arrived in the beginning of the school year while the girl arrived in November. The boys had a couple of months of exposure to English when I started teaching them, but the girl had missed the first four lessons I taught with the help of music and songs.

These ELL students are part of an ongoing study regarding the influence of music and song on academic achievement of these students. Participants in the ELL program receive an interdisciplinary curriculum that I plan to infuse with music and song. I am looking for ways to assist students to perform better in the four domains: reading, writing, speaking, and listening in English as a second language during academic class of science. Also, I am curious to discover if students actually comprehend the material when they remember vocabulary and phrases, grammar, and sentence structure. My plan is to incorporate music and song in the process of learning and comprehension progress in the assessments outcomes.

The purpose of this research is to explore the value of music and song intervention in core academic classes such as science studies in the English Second Language Classroom. The 2015 experiment of music and song in the ELL classroom was performed in fall. The students were given pre and post tests to provide the experiment and the teachers with a measure of progress.

**Personal Interest**
My interest in the issue of whether or not music and song have an influence on learning English as a second language occurred when I was a child. I was born in Russia, but moved to Israel with my family when I was almost four years old. I was able to grasp the social language in a matter of two weeks and the songs I learned for the holidays stayed in my head for ever. Once I went to fifth grade, I started to learn English as a second language, which by that time was the fourth language that I was attempting to learn. When I tried to learn Arabic in the fourth grade, I was not successful. We did not learn any songs in Arabic and just repeated uninteresting words and phrases. I only remember the Arabic numbers since I learned them in a rhythm I created myself. With English it was different; we learned so many songs that I was able to grasp the language so quickly and surge ahead of everyone in my class, although for them it was a second year of learning English as a second language. I loved the music, the songs, and the rhymes. The music was catchy and stuck in my head pretty quickly. I knew then that the music in learning English influenced me and my progress for the years to come. As I became a teacher, I taught ESL and Hebrew and incorporated songs in my teaching. I saw that it helped to create a calm and safe environment in my classroom as well as excitement and interest in my lessons. Students remembered vocabulary words, phrases, and even grammatical structures that helped them with communication. Once my son was born in Russia, I infused rhymes, songs, and lullabies in English and added classical music to his newborn ears. By two, my son remembered everything I played for him in English by heart and that to me was amazing. Finally, since immigrating to the U.S, I was fortunate enough to tutor a middle school child with autism. I infused songs in teaching Hebrew to him that he remembered them by heart. My husband stated that he learned Hebrew as an adult very quickly thanks to the memorization of songs. I knew then that music is like a “magic potion” that helped students to learn any language.
Theoretical Framework and Grounding for Proposed Methodology

The brain has a natural way of gathering and acquiring information. Much literature (Engh, 2013; Fonseca-Mora, Toscano-Fuentes, and Wermke, 2011; Randall, 2013; Root-Bernstein, 2010; Xiangming & Brand, 2009) supports the theory that linguistics and music align with the natural way the brain learns and increases the potential for learning. The use of music as a learning tool excites and motivates students to learn (Beasley, & Chuang, 2008; Engh, 2013; Xiangming & Brand, 2009). It also creates a safe and a positive environment that contributes to the fun learning atmosphere (Beasley, & Chuang, 2008; Engh, 2013; Paquette and Rieg, 2008). In addition, students remember vocabulary and phrases and are able to recite them from memory (Beasley, & Chuang, 2008; Engh, 2013; Fonseca-Mora, Toscano-Fuentes, and Wermke, 2011; Legg, 2009; Salcedo, 2010). Finally, all students of all ages and all abilities learn any language better with music and song (Beasley, & Chuang, 2008; Engh, 2013; Fonseca-Mora, Toscano-Fuentes, and Wermke, 2011; Legg, 2009; Paquette and Rieg, 2008; Randall, 2013; Register, Darrow, Salcedo, 2010; Standley, and Swedberg, 2007; Root-Bernstein, 2010; Xiangming & Brand, 2009).

The rationale and evidence for a quantitative approach is presented in chapter three. The test scores help to answer the research questions about the progress in academic achievement. But test scores alone were not enough to determine the learning and development of students’ advances. Classroom participation and classroom activities as well as students’ work samples were the additional pieces of information to draw upon. I gathered information through observation of students and informal interviews with the ESL teacher at the end of the experiment.
The form of this experiment is applied and based on research found in the field of music and ELLs. The school setting for this research was within the social context of the phenomena that would be considered a field setting. The research was conducted in a dynamic setting where language and academic progress were noted. Within this experiment, there was a direct personal contact with the participants in their school setting.

**Wisconsin State Content Standards**

The Common Core State Standards are emphasized in English Language Arts. Instruction and assessment should follow these guidelines stated below.

Reading standards for K to fifth grade include poetry such as nursery rhymes, poems, limerick, and free verse poem.

Furthermore, there are English Language Development Standards for students who learn English as a second language found in World-class Instructional Design and Assessment (WIDA). The English Language Development Standard 4 is for science and it states: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science. Finally, the English Language Development Standard 1 is for social and instructional language and it states: English language learners communicate for social and instructional purposes within the school setting.

These standards are the guidelines for this research to follow. The social and instructional language followed the English Development State Standard 1. The academic language of science followed the English Language Development Standard 4. Poetry such as nursery rhymes followed the Reading Standards in the Common Core State Standards. Finally, the four domains of reading, writing, speaking, listening, and language were followed in English Language Arts Standards.
**Research Questions**

My research was completed in hopes of answering the following questions: “Does music and song boost student’s progress in learning English as a second language in four domains: reading, writing, speaking, and listening by providing higher scores on assessments?” and “Does music and song boost ELLs’ progress in learning English as a second language in understanding of vocabulary and grammatical structures as well as comprehension by providing higher scores on assessments?”

**Researcher’s Perspective**

My interest in the use of music in learning English as a second language for the English language learners arose since childhood, and I became curious about it when I started to teach English. From this exploration, I became more knowledgeable about music and song contributions to learning ESL. I began questioning how I could use music in the ESL classroom to assist students with Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). I learned that, when engaging students through new approaches, their curiosity grew, provides meaningful connections, and children better attend to the concepts being taught. I believe that music and song intervention contributes to faster language development in the four domains and better understanding of the BICS and the CALP of the language being taught.
Chapter 2  
Literature Review

My research focused on the effects of music and song on the literacy and academic success in school k-12 and in college for English Second Language (ESL) learners. Many factors should be taken into consideration when teaching English as a second language with the help of music and song. In this chapter, I will first review research that discusses age groups and the learner type. Next, I will discuss the how the brain works in relation to language and music. Finally, I will go over research that discusses vocabulary and grammar acquisition, memorization and recall, culture and conversational skills, and the fun part of learning songs along with motivation, enjoyment, confidence, attitude, and achievements. My research was completed in hopes of answering the following questions: “Does music and song boost student’s progress in learning English as a second language in the domains of reading, writing, speaking, and listening by showing higher scores on assessments? Can students remembering vocabulary and phrases, grammar, and sentence structure actually use that memory information and recital to comprehend, or is it just an automatic memorization of things without processing the information and comprehension?” I must first examine existing literature relevant to this topic.

Students learning foreign language with and without music

Children exposed to English through rhymes and lullabies, songs, and chants are tuned to learning a language for verbal linguistic intelligence. This idea is supported by Fonseca-Mora, Toscano-Fuentes, and Wermke (2011). This means that not all students will benefit from music and song unless they have a high verbal linguistic intelligence and therefore have a higher level of sensitivity to sounds, sentence structure, semantics, and pragmatics. In order to develop such abilities, early exposure to language and sound from the environment is beneficial. Children who are exposed to more than one language as infants grow up to be simultaneous bilingual children.
Engh (2013) discussed research about first language acquisition. It was found that music acts as the pre-linguistic carrier of communicative intent. Nursery rhymes and lullabies are some of the first language inputs that occur with enough repetition to encourage memorization and, therefore, language acquisition. In addition, Paquette and Rieg (2008) noted that early childhood and K-4 and K-5 students experience the benefits of incorporating musical experiences into daily instruction providing reading, writing, and singing songs for language skill development, reading fluency, and writing progress. Musical intelligence emerges first in young learners. Music plays an important part in language and literacy development. A child’s introduction to a patterned text emerges from songs, chants, and rhythms. Then, concepts about print become more meaningful and conventions of print are learned in context promoting language learning. Songs develop automaticity by knowing what to say and produce language without intervals in the language process. Finally, teachers can use songs to teach language skills such as sentence patterns, vocabulary, pronunciation, rhythm, and parts of speech. Prosodic features of the language such as stress, intonation, and rhythm can be presented through songs as well.

Register, Darrow, Standley, and Swedberg (2007) conducted a research on second graders who were divided into two groups, the general second graders’ class and Learning Disabled (LD) second graders. They incorporated songs into both groups’ learning process. The LD students improved significantly from pre-test scores to post-test scores on all three subtests: word decoding, word knowledge, and reading comprehension. The second grade classes improved both in control group and in treatment group from pre-test to post-test, but neither improved significantly. Nevertheless, even with a short-term intensive music/reading program, the results revealed the potential to improve basic reading skills. The researchers found that music is a powerful medium that should be incorporated in teaching all kinds of information in
an active and engaging manner. Music has the ability to engage most students, and especially (Learning Disability) LD and ESL students. A student who has both LD and is a language learner will benefit twice as much from the combination of music and literacy. Therefore, songs have a great potential to teach vocabulary and word usage including reading fluency and comprehension skills.

In other experiments, children studied a foreign language. In a British middle school, students learned French as a second language, whereas in the American middle school, children studied an additional language. The researchers found that in both groups, music and songs improved their foreign language scores (Fonseca-Mora, et al., 2011; Legg, 2009). The results from the data suggest that the experiment group with musical intervention showed significantly more effective progress than the control group without musical intervention as a teaching tool. Learning a foreign language should consider many variables like songs for optimal language learning in a non-bilingual environment.

Beasley, and Chuang (2008); Salcedo (2010); Xiangming, and Brand (2009) researched University students who were language learners with one difference; one group studied Spanish in the U.S. as a foreign language and the other two studied English as a foreign Language in China and Taiwan. In all three studies, the authors wanted to see if music and song would contribute to language learning. The results for the English as Foreign Language (EFL) learners showed correlation between music and song and better outcomes for the English learning (Salcedo, 2010; Xiangming, & Brand, 2009). The group that showed the most progress was the one who incorporated the most music and song. And the group that progressed the least was the one that used little music and song as opposed to the group that had no music at all in its learning. This group progressed a little more than the group with limited music and song. The
results imply the half music students did not progress as the other two groups because music is most effective with EFL students when it is taught intensively and far less effective when used on an intermittent basis (Xiangming & Brand, 2009). A classroom that is consistently exposed to music is apparently more effective than a classroom without music, both in terms of achievement and attitude and enhancing students’ success (Beasley, & Chuang, 2008; Engh, 2013; Salcedo, 2010; Xiangming, & Brand, 2009). For the Spanish learners, the study shows that the benefits of music in class are universal to all foreign languages whether it is English as a second language, Spanish as a second language, or any other language acquired. Therefore teaching a second language with the help of music and song is highly important (Beasley & Chuang, 2008; Fonseca-Mora, et al., 2011; Legg, 2009).

The brain and its connection to music and language acquisition

Language and music have important points that overlap. A study indicated an enhancement of spatial-temporal abilities in the brain after listening to music composed by Mozart (Engh, 2013). Cognitive science research agrees that there are important connections between music and language. They can serve as connections to each other in the study of brain mechanism. The evidence from neuropsychology argues that musical and linguistic elements can be dissociated, and therefore may work together as discrete domains (Engh, 2013). It is argued that both language and music collaborate, but rather operate in different domains. In addition, research has shown that different areas of the brain participate in the encoding and retrieving tasks including the memory site; according to neurologists, both music and linguistic syntax are similarly processed; both music and language share the same auditory perspective and cognitive mechanisms that impose a structure on auditory information received by the senses (Engh, 2013; Fonseca-Mora, et al., 2011; Xiangming & Brand, 2009). Others say that the processing of both
occurs in the same region. The hypothesis is that syntax in language and music share a common set of processes that operate on different structural representations (Engh, 2013). A Nova documentary watched on Milwaukee the World Channel called Einstein’s Brain revealed Einstein used to play a violin when he faced a question he needed to resolve and only after playing music he was suddenly enlightened and able to come up with discoveries he made (Randall, 2013). He himself once said “The theory of relativity occurred to me by intuition, and music was the driving force behind that intuition” (Randall, 2013; Root-Bernstein, 2010). This situation further proves that music helps in cognitive processes and the connection between the two hemispheres does indeed contribute to a positive outcome.

Vocabulary acquisition and language use

According to the results, integrating music and specifically singing for language learners appears to be effective in higher student achievements. It seems that learning words and phrases through the medium of song and music can indeed improve students’ ability to memorize and understand key vocabulary items in a foreign language (Legg, 2009). For student with a learning disability, the gain was significant especially in reading comprehension. Thus, intervention may yield a better outcome for these students and practice may benefit students even better. As for the second grade group, although insignificant, the treatment group made more gains in reading comprehension than the control group and had more gains in word knowledge. Therefore, it may be beneficial to transfer word knowledge skills to reading comprehension that may be facilitated by the addition of music-based strategies to help students utilize words acquired through word knowledge activities in context (Register, et al., 2007).

In addition, music can be integrated throughout other subject areas to develop and extend vocabulary as well as acquire comprehension skills (Paquette & Rieg, 2008). In a research
conducted with University students, the researchers suggest that utilizing the country music songs in the EFL classroom can help students in learning English vocabulary and American idioms (Salcedo, 2010). Next, language acquisition depends on interaction; therefore, repetition, formulaic expressions, expansions, preference for simplified vocabulary, change in voice volume, and modification of intonation contours are important. Fonseca-Mora, et al. (2011) demonstrated how music and language go along with musical intelligence. Melody, rhythm, and reception of sounds are features of music and rhythm. Similarly, a conscious and structured use of music should provide great benefits in the classroom (Fonseca-Mora et al., 2011).

**Songs’ lyrics and culture and natural English conversation skills**

Speech through music can assist students in developing more natural English conversation skills. Likewise, utilizing the story dialogue and songs contained in Broadway musicals can help learners expand their vocabulary, gain familiarity with American colloquial expressions, and acquire an awareness of American speech patterns (Beasley & Chuang, 2008; Paquette & Rieg, 2008). Furthermore, researchers noted that the goal of English study is not only for speaking the language, but also interaction with people from other cultural backgrounds. Therefore, song’s lyrics help create a natural speaking environment that adheres to the intercultural communication skills understanding English and being understood. Song lyrics are embedded within a culture, its values, symbols and beliefs. Thus, exposure to songs teaches culture, form (grammar), phrases, rhythmic speech, vocabulary, and meaning (Xiangming & Brand, 2009). Through culturally diverse music, children learn about other people’s lives and that brings people together. Using songs in children’s native language can be beneficial to the ELLs and English speaking students as it establishes a classroom community (Paquette & Rieg, 2008).
Recall and involuntary mental rehearsal

In addition, qualities found in music can help with memorization and easy imitation and can help learners more easily commit English phrases and word combinations to memory in real life communications (Salcedo, 2010). Next, melodies in language learning contribute to memory and recall. Therefore, students with musical-rhythmic intelligence perceive and appreciate rhythm, pitch, and melody which are crucial in a language learning process. Thus, melodies help to slow down language input and in turn provide time to students to process the incoming information. Students who had a musical background had higher academic results across all studies. They improved their L2 proficiency level in listening and reading. As a result, melodies generated a sense of community among the language learners. In order to promote language acquisition, it is also essential to reach the meaning level. Speaking a language is a matter of connecting contextual and schematic knowledge. Music and lyrics are remembered the most. Similarly, melodies enhance the ELL’s awareness to sounds, rhythms, pauses and intonations. Finally, language learners who use music develop more effective communication in the target language by connecting learning activities with linguistic information stored in memory (Fonseca-Mora, et al., 2011). In another study it was found that the group that used music in language learning was able to recall vocabulary using memory retention. They were also able to perform better on involuntary mental rehearsal. The findings of the study added to the empirical knowledge of the effect of songs in the foreign language classroom. The findings indicated that music has a definite pedagogical value (Salcedo, 2010). Finally, empirical research comparing teaching methods with those that use music and song have shown positive results in vocabulary recall. This was researched more and was found that innate musical abilities and verbal memory may have accounted for score variances. Pop songs are useful for both lexical vocabulary recall
and longer utterances and formulaic phrases. The use of rhythm and rhyme to assist auditory recall has also been studied and the combination of rhythm, rhyme, melody, along with linguistic prosody appears to lead to greater retention. Music can be also used for grammar and explicit vocabulary and used to reinforce either grammar or pronunciation points. Hence, pronunciation and phonology are a natural use of songs in helping ELLs. Therefore, the receptive nature of songs makes them effective use for pronunciation drills (Engh, 2013).

**Music creates motivation, enjoyment, confidence, liveliness, high value, achievement, and attitude**

It is important to select the right songs that will be both motivational and useful in teaching a language (Beasley, & Chuang, 2008; Engh, 2013). The author argues that the most favorable learning occurs in a setting of low anxiety, self-confidence, and high motivation. Therefore, students are more receptive to the information they receive. Rock songs are short, accessible authentic texts rich in content that work as a catalyst to engage with and build meaning from (Engh, 2013). The strong positive correlation between song likeability and enjoyment of the online learning method was not surprising. Similarly, as song likeability increases, the desire to listen to it for learning purposes increases. Another finding showed that students learned more English when they liked the song (Beasley, & Chuang, 2008). There was also correlation between song likeability and the amount of American culture learned. In addition, it was found that song likeability contributed to the ease of learning using the online learning method (Beasley, & Chuang, 2008). Therefore, in order to maximize learning in such web-based learning environments, English Foreign Language (EFL) educators should select songs very carefully, songs that students can understand, and songs they like. The results also suggest a chain of associations between song understandability, enjoyment of the learning
environment, motivation for learning, and achievement as well as a direct connection between song understandability and achievement (Beasley, & Chuang, 2008). Beasley, and Chuang (2008); Engh (2013); Xiangming and Brand (2009) found that songs affect ESL learners’ motivation, enjoyment, and confidence in their ESL instruction. Thus, teachers from all over the world saw that music was highly valued by the students and their teachers. Teachers recognized how music animated their teaching and enliven their classrooms.

**Conclusion**

There is much evidence in the literature that supports the idea that almost everyone enjoys music. Babies are born in our society hearing their mothers sing and hum, rhyme and chant. They are exposed to technology and hear constant sounds melodies and music. That exposure to music at a very young age emerges in a form of musical intelligence (Paquette & Rieg, 2008). These students are better equipped to learn a second language. They have a high verbal linguistic exposure which is part of our linguistic intelligence (Fonseca-Mora, et al., 2011). These students use language effectively orally and in writing. They have a higher level of sensitivity to sound or phonology, syntax, semantics, and pragmatics (McLaughlin, 2006). The early exposure to language and music is a precursor to emergent literacy in the native language. A baby is born with the ability to learn any language, but after the critical period passes about six months of age, babies are exposed to a certain language, and they prefer that language (Kuhl, 2010). English language learners are therefore better equipped to learn the language due to their early exposure to language and songs such as lullabies and nursery rhymes their mothers sing in their native language. It has been proven that students who are proficient in their native language will catch up to the English language they are learning (Diaz-Rico, & Weed, 2006; Garcia, 2005). Historically proven that survival of literature, epic poetry, and ballads in oral traditions
are credited to the use of songs. Tribes used to pass on stories and information through songs so that the texts would not be forgotten prior to the written word development. It was suggested that this phenomena might be due to the patterns of rhythm, sound, linguistic meaning, and emotional content functioning simultaneously. It appears that anthropological development of human languages is, to some extent, connected to music and song (Engh, 2013). Finally, the brain is structured that both music and language develop spatial temporal abilities. Hence, there are important connections between the two (Engh, 2013). My research questions do not look to see if students enjoy music and have motivation to learn a language since it is already proven they do. Nor, do I intend to find out if students have musical intelligence and linguistic intelligence since that is also proven that they do. They all had it since they were babies. I do not portray to inquire about other groups of students such as foreign language learners, language learners, and more, or age levels such as early childhood, school age, and college students because that was also proven through research that every group of students and every age of students love music and song and enjoys it. Last but not least, it is also proven that students remember vocabulary words and phrases including cultural idioms or cultural events as well as they can repeat a grammatical correct sentence. What I will attempt to research and come up with desired results are the following questions I will focus on in my research targeting English Language Learners (ELLs) without learning disabilities in an Elementary school. These two questions are as followed:

- Does music and song boost ELLs’ progress in learning English as a second language in the four domains: reading, writing, speaking, and listening by providing higher scores on assessments?
• Does music and song boost ELLs’ progress in learning English as a second language in understanding of vocabulary and grammatical structures as well as comprehension by providing higher scores on assessments?
Chapter 3  
Procedures for the Study

Participants

In an elementary school, the English Second Language (ESL) teacher suggested a group of four students in second grade who had already learned the alphabet and would be cooperative in terms of language learning and language production. One of the four students arrived later at this school, joining the class in November.

Four second grade children with age ranges between seven and eight years old from China, had an ESL level/designation of beginner. Their home language was Chinese solely. The boys had been in the U.S. for several months when school started in the fall, but the girl had just arrived in the beginning of November and had no English whatsoever. These students studied with the researcher who taught the first six lessons with the help of songs and the last four lessons without the help of songs. The students tested level one by their ESL teacher on the English proficiency test. All four participants attended school regularly and did not miss any classes. The girl was present in two lessons with music and four lessons without music. The boys on the other hand had six lessons with music and four without.

All students were exposed to English in school, English in a classroom with proficient language speaker students, and they interacted with other people in the community with limited English such as after school in the playground, neighbors, and the surrounding area. They had a classroom teacher, an ESL teacher who worked with them in their classroom and in an ESL classroom as a group of four ESL students only. In addition, these students received help from two assistants and one of them was a Chinese assistant. Finally, the students received help from a practicum student from a local university who helped with English. The family spoke Chinese at
home and could not help with English. The help with English came from the general classroom teacher, the ESL classroom teacher, two assistants, and one practicum student.

The students had a schedule based on a ten day calendar that included phonics class, general vocabulary class, and Science/Social studies class considered to be content area subjects. In phonics class, the students learned the alphabet and learned to read and write. In general vocabulary class, the students learned words related to a classroom, playground, bathroom, food items, and more. Finally, in subject areas the teacher alternated between science and social studies. When the research was conducted, the ESL teacher taught science with the theme of weather that lasted exactly six weeks. My research was conducted in the science lessons with the theme about weather.

It can be concluded that the students were immigrants from China who attended second grade and had some exposure to English in school and the community.

**Procedure**

The students were tested routinely prior to each lesson to rule out the possibility of prior acquisition of the material introduced from other sources such as teachers and the community. There were nine science lessons and one general vocabulary lesson about the playground. All lessons were designed in the same manner to have as many controlled variables as possible. This design method was important to rule out any possible independent variables that could influence the study outcomes. This way it would be easier to pinpoint the reasons for songs’ influence verses no songs’ influence on ESL students’ learning outcomes.

The assessment took about five minutes each time in the beginning of the lesson. See Appendix 1. Then, the researcher would introduce the vocabulary, and a grammatical structure that was introduced that day. See appendix 2. After that the researcher would provide sentences
to build comprehension. The students practiced the newly introduced material with the help of matching game, memory game, total physical response, visuals, writing and drawing, and the learning of a famous English nursery rhyme in a form of a song, but with vocabulary about weather imbedded instead. Each lesson that involved songs had a different well known English nursery rhyme music as its basis. See appendix 3. The last five minutes of the class were left for assessment which was the same one as in the beginning of the class to monitor progress after teaching and see any differences between prior teaching and post teaching. See appendix 1. All that was controlled by the researcher, therefore these were the controlled variables.

The variables that the researcher could not control were the grade assigned to the ESL teacher, and in addition, there was no way to isolate the students’ interaction with other teachers, with English speaker peers, the neighbors, and the community members. Also, the homogeneity of the group was not a variable the researcher could control in this particular class. It happened to be that all students arrived from China and spoke Chinese (Mandarin) at home. Finally, the sex of the students was also a given fact. At first there were three boys and later on a girl joined that group. The number of the students was limited and the researcher could not control that fact either.

The first two lessons did not involve written sentences as the boys had just finished learning the alphabet and were starting to learn reading and writing. The rest of the lessons involved simple sentences to focus on the reading and writing domain and check for comprehension as they already started to read and write. The girl who joined the group later was not required to know to read and write as she was just starting to learn the alphabet of English. In order to avoid differences among the participants, I let her reply to these sentences, but did not
record her results as it was obvious she had no idea of what they said in English and what they meant with or without songs.

The first lesson was a science lesson with a song. The second lesson was general vocabulary lesson that involved playground vocabulary, but was dropped from calculations immediately after the lesson was over because this type of vocabulary was too familiar to them unlike science. Therefore, the rest of the lessons were all about the weather where the likelihood of familiarity with the material was limited. The first six lessons that included the lesson about playground vocabulary involved fifteen minutes of learning a song and singing it several times. The last four lessons had no songs involved, but they involved more writing and drawing instead.

Every lesson had ten minutes of pre-testing and post-testing in total, and thirty minutes of learning and acquisition of new material. Each test was organized in the same manner. Students had pictures and an empty square next to them. The instructor would say a word and the students would write a number in each box. Since the students have just learned the numbers prior to that research, the researcher also wrote each number on the board to make sure which number to write. The sentences also had squares where the students had to find the picture that corresponded to that sentence and copy that number next to the picture and into the square that stood next to the sentence. There were four sentences in total and the pictures’ numbers varied up to nine pictures in total. There was a curriculum that had to be followed, therefore the vocabulary was predetermined and that was why it varied in terms of the number of words the students had to learn each lesson. An example of such tests can be found in the appendix.

The last lesson also involved a short reflection survey about songs used during the ESL lessons. The survey example can be found in appendix 4. We concluded with a Thanksgiving celebration where the researcher provided some sweets to children and teachers.
In summary, the research involved controlled or dependent variables and uncontrolled or independent variables. It was very important to isolate both and lower the number of independent variables for the sake of the results and for the sake of the research validity. All lessons had a similar pattern of learning and teaching, the researcher was the instructor for all lessons, and the tests were conducted in the same manner. The pre-testing would show what the students already knew. The post-testing would show what the students just learned. The results would show whether songs helped learn English faster and better or they didn’t.
Chapter 4
Results

The outcomes of the study represent the average of all nine lessons for each student and a total average of all students in pre-testing and post-testing of vocabulary, listening, comprehension, and reading with songs and without songs. Each graph below provides different measures and their outcomes.

Presentation of data

Graph 1 represents the average outcome of each student’s post testing for all nine lessons. Five lessons were given with the help of songs and four lessons were given without the help of songs. Although students demonstrated progress with the help of songs, there was more progress in outcomes for all when taught without songs. Student 1 had an average of 74% without songs while he had 73% with songs. Although the difference is only 1% between both types of lessons, the trend is evident that student 1 learned slightly better without the help of songs. Student 2 had an average of 90% success in the lessons taught without songs, and he had 80% success in average for lessons taught with songs. This is a difference of 10% which is significant. Student 3 had an average success rate of 78% for lessons taught without songs, but an average of 72% for lessons taught with songs. This is a difference of 6%. The last student who joined the class most recently was present for only two lessons with songs and four lessons without songs. The average rate of success for this student without songs was 41%, but the average rate of knowledge was 7% when taught with songs. This is a huge difference of 34% between lessons taught without songs as opposed to lessons taught with songs.

Graph 1: Post-Testing for Students with Songs and without Songs

<table>
<thead>
<tr>
<th>Lessons with songs</th>
<th>Lessons with songs</th>
<th>Lessons without songs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>73</td>
<td>74</td>
</tr>
</tbody>
</table>
The total average of all four students in the post testing for lessons taught without songs was 71%, but when taught with songs it was 58%. The difference between the two types of lessons was 13% shown in graph 2. This is a significant difference that favors lessons without songs.

Graph 2: Total Post-Testing Average for Students with Songs and without Songs

| Total post-test 1: with songs and 2: without songs | 58 | 71 |
As shown in Graph 2, it was interesting to note that the pre-testing average results had higher outcomes for lessons taught with songs as opposed to lessons taught without songs. Therefore, the students knew more vocabulary words about weather in the first five lessons, but knew less vocabulary words in average in the last four lessons that didn’t involve songs. Even though they had an advantage in prior knowledge in the lessons with songs, the students learned more in the lessons where they knew less and had limited prior knowledge in the last four lessons that did not involve songs.

Graph 3 demonstrates an average of 23% knowledge in the first five lessons taught with songs for all students, and 6% knowledge in average for the last four lessons taught without songs for all students.

Graph 3: Pre-testing Total Average for Students with Songs and without Songs

<table>
<thead>
<tr>
<th>Total pre test 1:</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>with songs</td>
<td></td>
</tr>
<tr>
<td>and 2: without songs</td>
<td>6</td>
</tr>
</tbody>
</table>
As shown in Graph 4, there was another way to look at the results of lessons with the use of songs comparing knowledge gained in pre-testing as opposed to post-testing for each child using an average result for all five lessons. Student 1 showed a progress in knowledge gain from 32% to 73% which is a gain of 41% in total. Student 2 showed a gain from 32% to 80% which is a gain of 48% on average. Student 3 showed knowledge gain from 29% to 72% which is a gain of 43% in average. The last student, who joined later and was present in only two lessons with songs, had a gain of 7% knowledge from no knowledge to 7% knowledge in average. Graph 4 demonstrates that all students gained knowledge from all lessons taught with the help of music, and the difference between pre-tests results and post-tests results demonstrates it.

Graph 4: Pre-Testing and Post-Testing Average for Students in Lessons with Songs

<table>
<thead>
<tr>
<th>With Songs</th>
<th>pre-test</th>
<th>post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1 with songs</td>
<td>32</td>
<td>73</td>
</tr>
<tr>
<td>Student 2 with songs</td>
<td>32</td>
<td>80</td>
</tr>
<tr>
<td>Student 3 with songs</td>
<td>29</td>
<td>72</td>
</tr>
<tr>
<td>Student 4 with songs</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>
In Graph 5, the average of knowledge for all students together demonstrates a gain in knowledge of vocabulary and comprehension from 23% in pre-testing to 58% in post-testing. This is a gain of 35%.

Graph 5: Pre-testing and Post-Testing Total Average for Students with Songs

On the other hand in Graph 6, there were results of lessons without the use of songs in pre-testing and post-testing for each child using an average for all five lessons. Student 1 showed a progress in knowledge gain from 6% to 74% which is a gain of 68% in total. Student 2 showed a gain from 3.5% to 90% which is a gain of 86.5% on average. Student 3 showed a knowledge gain from 13% to 78% which is a gain of 65% on average. Student 4 who joined later was only present for all four of the last lessons without songs and she had a gain of 41% knowledge from no knowledge to 41% knowledge on average. Graph 6 demonstrates that all students gained knowledge from all lessons taught with the help of music, and the difference between pre-tests results and post-tests results demonstrates it.
Graph 6: Pre-Testing and Post-Testing Average for Students in Lessons without Songs

<table>
<thead>
<tr>
<th>Without songs</th>
<th>pre-test</th>
<th>post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>Student 2</td>
<td>3.5</td>
<td>90</td>
</tr>
<tr>
<td>Student 3</td>
<td>13</td>
<td>78</td>
</tr>
<tr>
<td>Student 4</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>Total 1: pre and 2: post test without songs</td>
<td>6</td>
<td>71</td>
</tr>
</tbody>
</table>

Conclusion

The total average of knowledge for all students together demonstrates a gain in knowledge of vocabulary and comprehension from 6% in pre-testing to 71% in post-testing. This is a gain of 65%. Graph 7 demonstrates these outcomes.

Graph 7: Pre-testing and Post-Testing Total Average for Students with Songs
The average results for students demonstrate an average gain between pre-test and post-test with songs of 41% for student 1, 48% for student 2, 43% for student 3, and 7% for student 4. On the other hand there is much more difference in knowledge gain when looking at a difference in gain between pr-testing and post-testing without songs. Student 1 had 68%, student 2 had 86.5%, student 3 had 65%, and student 4 had 41%. This is a very significant gain between pre and post testing when comparing lessons with songs and lessons without songs. Nevertheless, when looking at the results from a different perspective, the post testing gain alone for both lessons with and without songs had a difference gain of 1% to student 1, 10% to student 2, 6% to student 3, and 34% to the new student, student four. The one student who had the biggest difference was the last student, and the one who had the least difference was the first student in both types of lesson. The total average of all students showed correlation with the results discussed above. All students had more gain in total of 13% when learning with songs as opposed to 17% difference when learning without songs. Finally, the total of difference gained for all students was 35% in pre and post testing with songs, but had 65% difference gained for all students for pre and post testing without songs. This is almost double showing the difference that students made.

In summary, lessons taught with the help of songs yielded a total gain in knowledge of the theme of weather in a total of 13%. On the other hand, the lessons taught without the help of songs yielded a total gain in knowledge of the theme weather in a total of 17%. It results with 4% more knowledge gained without the help of songs embedded in a lesson. These results lead to several conclusions based on all the factors that include the controlled and the uncontrolled ones.
Chapter 5

Conclusions

These results appear to contradict to some extent previous studies conducted by researchers in other studies relevant to the topic of music and songs and their effectiveness in teaching English as a Second Language (ESL). There is much evidence in the literature that supports the idea that almost everyone enjoys music and has motivation to learn a new language with songs. Babies are born in our society hearing their mothers sing and hum, rhyme and chant. That exposure to music at a very young age emerges in a form of musical intelligence (Paquette & Rieg, 2008). These students are better equipped to learn a second language. They have a high verbal linguistic exposure which is part of our linguistic intelligence (Fonseca-Mora, et al., 2011). English language learners are therefore better acquired to learn the language due to their early exposure to language and songs such as lullabies and nursery rhymes mothers sing in their native language. It appears that anthropological development of human languages is, to some extent, connected to music and song (Engh, 2013). Finally, the brain is structured that both music and language develop spatial temporal abilities. Hence, there are important connections between the two (Engh, 2013).

I attempted to research and come up with desired results of the questions I focused on in my research targeting English Language Learners (ELLs) without learning disabilities in this Elementary school, since there were no ELL students with disabilities there (Rhodes, 2005). These two questions were as followed:

- Does music and song boost ELLs’ progress in learning English as a second language in four domains: reading, writing, speaking, and listening by providing higher scores on assessments?
• Does music and song boost ELLs’ progress in learning English as a second language in understanding of vocabulary and grammatical structures as well as comprehension by providing higher scores on assessments?

The four students in this study were all from a homogeneous group that is part of the Asian group where music and songs used by their mothers and caregivers are different from European nursery rhymes and songs in melody and intonation. The songs used in this study were English nursery rhymes with an English melody, but vocabulary and grammatical structures were adjusted by the theme of weather that was studied over six weeks with lessons that lasted 40 minutes each about two times a week. The total amount of science lessons was nine. These children were not familiar with English intonation and sound that might have played a role in the lack of motivation and joy because this music was unfamiliar to this group of immigrant students. The survey results indicated that half of the participants didn’t like songs in their learning process although all liked the sound of it.

It might also be an attitude toward learning science as an academic theme only and not involved with joy and fun element in their culture. That might not be considered serious enough if songs are involved. These students most likely struggled here with a combination of academics and fun as they were surprised at first and didn’t want to join singing of the songs.

In addition, although English language learners are better acquired to learn the language due to their early exposure to language and songs, they could not demonstrate that skill because of the nature of the lessons. The curriculum of the English Second Language (ESL) teacher required a six week study of material about weather that involved new vocabulary each lesson. This situation did not allow the students to practice the songs at home and learn them for the next lesson and then be tested on their acquisition. Two days of learning and study could be the time
needed to learn a new material with better results. These lessons were organized in a matter of pre-testing, instruction, fifteen minutes of song learning, practice, and post-testing. These lessons lasted forty minutes twice a week with other subject matters in between such as phonics and general vocabulary of social character, but not core academic classes such as English Language Arts and social studies.

Finally, young children who acquire a new language with the help of songs need to have at least some English language knowledge to be able to learn a song successfully. The reason might be because they have too many new items to concentrate on such as, understanding instructions, distinguishing sounds, understanding word boundaries and sentence boundaries in a new language, and understanding some basic vocabulary to limit the acquisition of new items. The girl who arrived last, performed poorly because she couldn’t understand anything and had too many factors to acquire, thus too much to learn right from the start. That made learning difficult for her.

This study has its strengths and its limitations that are important to be looked at closely for further studies in the field. One strength shows that indeed half of the students liked to have songs in the lessons and they enjoyed learning about weather and its vocabulary including grammatical structures with the help of songs. All liked the sound of music and three liked listening to songs. Another strength demonstrates that learning did occur and the graphs indicated the extent of it where in total for all students, there was 13% more growth in vocabulary knowledge, comprehension, reading, writing, listening, speaking, and understanding. Finally, the total growth of all students in pre-testing to post-testing grew by 35% with the help of songs.
On the other hand, the limitation outgrew the strengths of this study. There was no way to control diversity of this group and the number of participants. It was a given situation of a homogeneous group and a limited number of four students with limitation in gender equality. There were three boys and only one girl. In addition, one of the students had just arrived and had no English prior to these lessons. Furthermore, students lacked familiarity with English (European) nursery rhymes. Learning these songs required also reading the words although repeated by the researcher teacher. These students have just finished learning the alphabet and it was too early for them to be able to read all the words. They tried to memorize the researcher’s pronunciation of words, but even then it was only partially successful. It was too early for them to learn about weather through songs. In addition, the curriculum made restrictions on the available time to learn and master the songs. Learning new songs takes time and with a tight curriculum and schedule where every lesson is new material has to be taught, it is harder to master the new material in just one lesson. Finally, as these students were not used to learning academic material such as weather in science through music and songs, innate rejection might occur instead of motivation. The survey showed that half of the four students didn’t like learning about weather with the help of songs. One of them didn’t like listening to songs. Three of the students said they didn’t learn better with songs. The total growth among all students without songs was 17% more as opposed to the 13% with songs. Also the total growth amount for all four in comparison between pre-testing and post-testing was 65% without songs, which is almost twice as much if compared to the lessons with songs.

**Recommendations for future research**

Further study is necessary in the field of ESL acquisition with the help of songs and music. The researchers should include a larger diverse ethnic group that will include ESL
students from different countries. The sample should be large enough to draw upon more conclusive results. There should be enough students with both boys and girls to study any gender differences as well. In addition, the researchers should allow time to learn a song before being tested on it the next time if the school curriculum and scheduling allow for such additional time. Furthermore, students need to be exposed to songs and music in all subject matters such as English language arts, social studies, science, and math to allow familiarity with sounds of music and avoid stereotype of academic lessons without songs. If further research is possible in all these subject matters, that will be a great asset to the conclusive results of such research. Finally, this group should know some English and should be able to work with all four domains of a language which include reading, listening, speaking, and writing. The suggested level of English might be from stage three in World-class Instructional Design and Assessment (WIDA) where Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) are acquired. Typically, student who are present one to three years in an English school are at that level. This might be the best group to conduct further research upon.

Conclusions

The research provides evidence that music and song contributed to language learning in ELL students’ science classes, although when taught science lessons without songs the results were more evident. I have explained the steps that would be needed to conduct research for ELL students on the topic of using music to further aid in learning English more quickly. I explained how the age of these ELL students hindered my research in that they were unfamiliar with the song choices and with the content of weather as their science theme. I still believe that incorporating music alongside learning content will aid in acquiring vocabulary and speaking ability if done with older students. I would recommend that a future researcher study this topic
and apply the knowledge gained from reading the literature to another group of ELL students because my experience with acquiring a new language with the aid of music was extremely helpful and also fun.
Appendix 1

Lesson 1

I’m cold.
I’m hot.
I’m freezing.
I’m warm.
I’m cool.

Lesson 2
Lesson 3
It is foggy.
It is cloudy.
It is sunny.

Lesson 5
There is flood.
There is a storm.
There is thunder.

Lesson 6

Stratus cloud is straight.
Cumulus cloud is puffy.
Cirrus cloud is feather like.
Cumulonimbus clouds grow.

Lesson 7
precipitation, evaporation, condensation

Lesson 8

When lots of hot air meets lots of cold air, tornadoes may form. A thunderstorm goes together with tornadoes. Hail is ice balls falling from the sky. Hurricanes form over the ocean. Tornadoes form over land.

Lesson 9
The storm rises.
There are many snowflakes.
The blizzard is a strong snowstorm.

Lesson 10
The meteorologist shows the weather forecast.
The thermometer measures temperature.
Fahrenheit measures up to 100°.
Celsius measures up to 50°.
Appendix 2

SIOP Lesson Plan One: Building Background

Date: 10.19.2015
Grade/Class/Subject: Grade 2 - Science - Level 1 Language Proficiency

Unit/Theme:
Weather

Content Objective(s):
- The student will understand the following vocabulary: temperature, cold, warm, hot, freezing, cool

Language Objective(s):
- The student will be able to complete numbering pictures activity with the target vocabulary.

Key Vocabulary:
- temperature, cold, warm, hot, freezing, cool

Supplementary Materials:
- Singing a song
- sorting cards
- acting out
- drawing and describing
- memory game

SIOP Features
(Check those that apply)

Preparation/Strategies:
- Adaptation of content
- Links to background
- Links to past learning
- Strategies incorporated

Scaffolding:
- Modeling
- Guided practice
- Independent practice
- Comprehensible input

Grouping Options:
- Whole class
- Small groups
- Partners
- Independent

Integration of Processes:
- Reading
- Writing
- Speaking
- Listening

Higher Order Thinking:
- Oral Questions
- AMPartner Discussion
- Written Response
- Other

Assessment:
- Individual
- Group
- Written
- Oral

Lesson Sequence:

First section: I will explain to students that we are going to begin learning new vocabulary with songs that they will use in Science. To assess and activate prior knowledge I will partner with the students to complete picture numbering activity. I will model how to do this activity until students can complete the activity independently. All of the key vocabulary is included on the list for this activity. The text that I will use is attached at the end of this lesson. After completing the activity I will introduce the key vocabulary using the vocabulary song I made for the students. There is a page for each vocabulary term. On each page is the English word and illustrations with simple language captions. The captions are intended to make the vocabulary more comprehensible. We will discuss the terms and captions as we look at the song. We will start to learn the song.
Second section: We will sing together. We will review the vocabulary with singing. During the review students will explain the meaning of each vocabulary word to me. They will identify any words they still do not understand (Vocabulary self-collection strategy) using the self-assessment of levels of word knowledge.

Third section:
- Using a set of sorting cards, we will sort picture cards into categories defined by the target vocabulary.
- We will discuss the category chosen for each card.
- Students will then play a memory game
- Students will act out a weather condition for the rest of the group to guess.
- Then, students will draw pictures based on friends’ descriptions of weather conditions.

Assessment: Numbering pictures activity including all key vocabulary.
**Integration of Processes:**
- ✓ Reading
- ✓ Writing
- ✓ Speaking
- ✓ Listening

**Higher Order Thinking:**
- o Oral Questions
- o AMPartner Discussion
- o Written Response
- ✓ Other

**Assessment:**
- ✓ Individual
- o Group
- o Written
- o Oral

**Lesson Sequence:**

**First section:** I will explain to students that we are going to begin learning new vocabulary with songs that they will use in Science. To assess and activate prior knowledge I will partner with the students to complete picture numbering activity. I will model how to do this activity until students can complete the activity independently. All of the key vocabulary is included on the list for this activity. The text that I will use is attached at the end of this lesson. After completing the activity I will introduce the key vocabulary using the vocabulary song I made for the students. There is a page for each vocabulary term. On each page is the English word and illustrations with simple language captions. The captions are intended to make the vocabulary more comprehensible. We will discuss the terms and captions as we look at the song. We will start to learn the song.

**Second section:** We will sing together. We will review the vocabulary with singing. During the review students will explain the meaning of each vocabulary word to me. They will identify any words they still do not understand (Vocabulary self-collection strategy) using the self-assessment of levels of word knowledge.

**Third section:**
- Using a set of sorting cards, we will sort picture cards into categories defined by the target vocabulary.
- We will discuss the category chosen for each card.
- Students will then play a memory game
- Students will act out a weather condition for the rest of the group to guess.
- Then, students will draw pictures based on friends’ descriptions of weather conditions.

**Assessment:** Numbering pictures activity including all key vocabulary.

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**SIOP Lesson Plan Three: Building Background**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Grade/Class/Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.26.2015</td>
<td>Grade 2 – Science - Weather</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit/Theme:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather conditions</td>
</tr>
</tbody>
</table>

| Content Objective(s): |
- The student will understand the following vocabulary: sun, shining, sunny, wind, blowing, windy, rain, pouring, rainy.

**Language Objective(s):**
- The student will be able to complete numbering pictures activity with the target vocabulary.

**Key Vocabulary:**
- sun, shining, sunny, wind, blowing, windy, rain, pouring, rainy.

**Supplementary Materials:**
- Singing a song
- sorting cards
- acting out
- drawing and describing
- memory game

**SIOP Features**

(Check those that apply)

**Preparation/Strategies:**
- ✓ Adaptation of content
- ✓ Links to background
- ✓ Links to past learning
- ✓ Strategies incorporated

**Scaffolding:**
- ✓ Modeling
- ✓ Guided practice
- ✓ Independent practice
- ✓ Comprehensible input

**Grouping Options:**
- o Whole class
- ✓ Small groups
- o Partners
- ✓ Independent

**Integration of Processes:**
- ✓ Reading
- ✓ Writing
- ✓ Speaking
- ✓ Listening

**Higher Order Thinking:**
- o Oral Questions
- o AMPartner Discussion
- o Written Response
- ✓ Other

**Assessment:**
- ✓ Individual
- o Group
- o Written
- o Oral

**Lesson Sequence:**

**First section:** I will explain to students that we are going to begin learning new vocabulary with songs that they will use in Science. To assess and activate prior knowledge I will partner with the students to complete picture numbering activity. I will model how to do this activity until students can complete the activity independently. All of the key vocabulary is included on the list for this activity. The text that I will use is attached at the end of this lesson. After completing the activity I will introduce the key vocabulary using the vocabulary song I made for the students. There is a page for each vocabulary term. On each page is the English word and illustrations with simple language captions. The captions are intended to make the vocabulary more comprehensible. We will discuss the terms and captions as we look at the song. We will start to learn the song.

**Second section:** We will sing together. We will review the vocabulary with singing. During the review students will explain the meaning of each vocabulary word to me. They will identify any words they still do not understand (Vocabulary self-collection strategy) using the self-assessment of levels of word knowledge.

**Third section:**
- Using a set of sorting cards, we will sort picture cards into categories defined by the target vocabulary.
- We will discuss the category chosen for each card.
- Students will then play a memory game
- Students will act out a weather condition for the rest of the group to guess.
- Then, students will draw pictures based on friends’ descriptions of weather conditions.

**Assessment:** Numbering pictures activity including all key vocabulary.
- Matching sentences to pictures
**SIOP Lesson Plan Four: Building Background**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Grade/Class/Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.03.2015</td>
<td>Grade 2 – Science - Weather</td>
</tr>
</tbody>
</table>

**Unit/Theme:**
Weather conditions part II

**Content Objective(s):**
- The student will understand the following vocabulary: snow, falling, snowy, clouds, moving, spreading, cloudy, fog, foggy.

**Language Objective(s):**
- The student will be able to complete numbering pictures activity with the target vocabulary.

**Key Vocabulary:**
- snow, falling, snowy, clouds, moving, spreading, cloudy, fog, foggy.

**Supplementary Materials:**
- Singing a song
- sorting cards
- acting out
- drawing and describing
- memory game

**SIOP Features**

<table>
<thead>
<tr>
<th>Preparation/Strategies:</th>
<th>Scaffolding:</th>
<th>Grouping Options:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Adaptation of content</td>
<td>✓ Modeling</td>
<td>o Whole class</td>
</tr>
<tr>
<td>✓ Links to background</td>
<td>✓ Guided practice</td>
<td>✓ Small groups</td>
</tr>
<tr>
<td>✓ Links to past learning</td>
<td>✓ Independent practice</td>
<td>o Partners</td>
</tr>
<tr>
<td>✓ Strategies incorporated</td>
<td>✓ Comprehensible input</td>
<td>✓ Independent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration of Processes:</th>
<th>Higher Order Thinking:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Reading</td>
<td>o Oral Questions</td>
<td>✓ Individual</td>
</tr>
<tr>
<td>✓ Writing</td>
<td>o AMPartner Discussion</td>
<td>o Group</td>
</tr>
<tr>
<td>✓ Speaking</td>
<td>o Written Response</td>
<td>o Written</td>
</tr>
<tr>
<td>✓ Listening</td>
<td>✓ Other</td>
<td>o Oral</td>
</tr>
</tbody>
</table>

**Lesson Sequence:**

**First section:** I will explain to students that we are going to begin learning new vocabulary with songs that they will
use in Science. To assess and activate prior knowledge I will partner with the students to complete picture numbering activity. I will model how to do this activity until students can complete the activity independently. All of the key vocabulary is included on the list for this activity. The text that I will use is attached at the end of this lesson. After completing the activity I will introduce the key vocabulary using the vocabulary song I made for the students. There is a page for each vocabulary term. On each page is the English word and illustrations with simple language captions. The captions are intended to make the vocabulary more comprehensible. We will discuss the terms and captions as we look at the song. We will start to learn the song.

Second section: We will sing together. We will review the vocabulary with singing. During the review students will explain the meaning of each vocabulary word to me. They will identify any words they still do not understand (Vocabulary self-collection strategy) using the self-assessment of levels of word knowledge.

Third section:
- Using a set of sorting cards, we will sort picture cards into categories defined by the target vocabulary.
- We will discuss the category chosen for each card.
- Students will then play a memory game
- Students will act out a weather condition for the rest of the group to guess.
- Then, students will draw pictures based on friends’ descriptions of weather conditions.

Assessment: Numbering pictures activity including all key vocabulary.
Matching sentences to pictures

### SIOP Lesson Plan Five: Building Background

<table>
<thead>
<tr>
<th>Date:</th>
<th>Grade/Class/Subject:</th>
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<tbody>
<tr>
<td>11.05.2015</td>
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<table>
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<td>storms</td>
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<table>
<thead>
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<th>Content Objective(s):</th>
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<tbody>
<tr>
<td>The student will understand the following vocabulary: storm, lightning, thunder, flood, (wind, rain, snow)</td>
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| Language Objective(s): |
The student will be able to complete numbering pictures activity with the target vocabulary.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Supplementary Materials:</th>
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<tbody>
<tr>
<td>● storm, lightning, thunder, flood, (wind, rain, snow)</td>
<td>● Singing a song</td>
</tr>
<tr>
<td></td>
<td>● sorting cards</td>
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<td>● acting out</td>
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<tr>
<td></td>
<td>● drawing and describing</td>
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**SIOP Features**

(Choose those that apply)

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<th>Preparation/Strategies:</th>
<th>Scaffolding:</th>
<th>Grouping Options:</th>
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<tr>
<td>✔ Adaptation of content</td>
<td>✔ Modeling</td>
<td>○ Whole class</td>
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<td>✔ Links to background</td>
<td>✔ Guided practice</td>
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<tr>
<td>✔ Links to past learning</td>
<td>✔ Independent practice</td>
<td>○ Partners</td>
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<tr>
<td>✔ Strategies incorporated</td>
<td>✔ Comprehensible input</td>
<td>✔ Independent</td>
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<table>
<thead>
<tr>
<th>Integration of Processes:</th>
<th>Higher Order Thinking:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Reading</td>
<td>○ Oral Questions</td>
<td>✔ Individual</td>
</tr>
<tr>
<td>✔ Writing</td>
<td>○ AMPartner Discussion</td>
<td>○ Group</td>
</tr>
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<td>✔ Speaking</td>
<td>○ Written Response</td>
<td>○ Written</td>
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<tr>
<td>✔ Listening</td>
<td>✔ Other</td>
<td>○ Oral</td>
</tr>
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</table>

**Lesson Sequence:**

**First section:** I will explain to students that we are going to begin learning new vocabulary with songs that they will use in Science. To assess and activate prior knowledge I will partner with the students to complete picture numbering activity. I will model how to do this activity until students can complete the activity independently. All of the key vocabulary is included on the list for this activity. The text that I will use is attached at the end of this lesson. After completing the activity I will introduce the key vocabulary using the vocabulary song I made for the students. There is a page for each vocabulary term. On each page is the English word and illustrations with simple language captions. The captions are intended to make the vocabulary more comprehensible. We will discuss the terms and captions as we look at the song. We will start to learn the song.

**Second section:** We will sing together. We will review the vocabulary with singing. During the review students will explain the meaning of each vocabulary word to me. They will identify any words they still do not understand (Vocabulary self-collection strategy) using the self-assessment of levels of word knowledge.

**Third section:**

- Using a set of sorting cards, we will sort picture cards into categories defined by the target vocabulary.
- We will discuss the category chosen for each card.
- Students will then play a memory game.
- Students will act out a weather condition for the rest of the group to guess.
- Then, students will draw pictures based on friends’ descriptions of weather conditions.

**Assessment:** Numbering pictures activity including all key vocabulary.
### SIOP Lesson Plan Six: Building Background

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<table>
<thead>
<tr>
<th>Content Objective(s):</th>
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</thead>
<tbody>
<tr>
<td>- The student will understand the following vocabulary: stratus, cirrus, cumulus, cumulonimbus.</td>
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</table>

<table>
<thead>
<tr>
<th>Language Objective(s):</th>
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<tbody>
<tr>
<td>- The student will be able to complete numbering pictures activity with the target vocabulary.</td>
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</table>

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Supplementary Materials:</th>
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<tbody>
<tr>
<td>- stratus, cirrus, cumulus, cumulonimbus.</td>
<td>- Singing a song</td>
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### SIOP Features

#### (Check those that apply)

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<th>Preparation/Strategies:</th>
<th>Scaffolding:</th>
<th>Grouping Options:</th>
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<tbody>
<tr>
<td>✓ Adaptation of content</td>
<td>✓ Modeling</td>
<td>o Whole class</td>
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<td>✓ Links to background</td>
<td>✓ Guided practice</td>
<td>✓ Small groups</td>
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<td>✓ Links to past learning</td>
<td>✓ Independent practice</td>
<td>o Partners</td>
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<tr>
<td>✓ Strategies incorporated</td>
<td>✓ Comprehensible input</td>
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</table>

<table>
<thead>
<tr>
<th>Integration of Processes:</th>
<th>Higher Order Thinking:</th>
<th>Assessment:</th>
</tr>
</thead>
</table>
Lesson Sequence:

**First section:** I will explain to students that we are going to begin learning new vocabulary with songs that they will use in Science. To assess and activate prior knowledge I will partner with the students to complete picture numbering activity. I will model how to do this activity until students can complete the activity independently. All of the key vocabulary is included on the list for this activity. The text that I will use is attached at the end of this lesson. After completing the activity I will introduce the key vocabulary using the vocabulary song I made for the students. There is a page for each vocabulary term. On each page is the English word and illustrations with simple language captions. The captions are intended to make the vocabulary more comprehensible. We will discuss the terms and captions as we look at the song. We will start to learn the song.

**Second section:** We will sing together. We will review the vocabulary with singing. During the review students will explain the meaning of each vocabulary word to me. They will identify any words they still do not understand (Vocabulary self-collection strategy) using the self-assessment of levels of word knowledge.

**Third section:**
- Using a set of sorting cards, we will sort picture cards into categories defined by the target vocabulary.
- We will discuss the category chosen for each card.
- Students will then play a memory game.
- Students will act out a weather condition for the rest of the group to guess.
- Then, students will draw pictures based on friends’ descriptions of weather conditions.

**Assessment:** Numbering pictures activity including all key vocabulary.

Matching sentences to pictures

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SIOP Lesson Plan Seven: Building Background

**Date:** 11.12.2015

**Grade/Class/Subject:**
Grade 2 – Science - Weather

**Unit/Theme:**
Water cycle

**Content Objective(s):**
The student will understand the following vocabulary: precipitation, evaporation, condensation

**Language Objective(s):**

- The student will be able to complete numbering pictures activity with the target vocabulary.

**Key Vocabulary:**

- precipitation, evaporation, condensation

**Supplementary Materials:**

- sorting cards
- acting out
- drawing and describing
- matching game
- Writing words to pictures

**SIOP Features**

(Check those that apply)

- **Preparation/Strategies:**
  - Adaptation of content
  - Links to background
  - Links to past learning
  - Strategies incorporated

- **Scaffolding:**
  - Modeling
  - Guided practice
  - Independent practice
  - Comprehensible input

- **Grouping Options:**
  - Whole class
  - Small groups
  - Partners
  - Independent

- **Integration of Processes:**
  - Reading
  - Writing
  - Speaking
  - Listening

- **Higher Order Thinking:**
  - Oral Questions
  - AMPartner Discussion
  - Written Response
  - Other

- **Assessment:**
  - Individual
  - Group
  - Written
  - Oral

**Lesson Sequence:**

**First section:** I will explain to students that we are going to begin learning new vocabulary without songs this time. To assess and activate prior knowledge I will partner with the students to complete picture numbering activity. I will model how to do this activity until students can complete the activity independently. All of the key vocabulary is included on the list for this activity. The text that I will use is attached at the end of this lesson. After completing the activity I will introduce the key vocabulary using the vocabulary words I made for the students. There is a page for each vocabulary term. On each page is the English word and illustrations with simple language captions. The captions are intended to make the vocabulary more comprehensible. We will discuss the terms and captions as we look at the words. We will start to learn the vocabulary.

**Second section:** We will write together. We will review the vocabulary with writing words and drawing pictures. During the review students will explain the meaning of each vocabulary word to me. They will identify any words they still do not understand (Vocabulary self-collection strategy) using the self-assessment of levels of word knowledge.

**Third section:**

- Using a set of sorting cards, we will sort picture cards into categories defined by the target vocabulary.
- We will discuss the category chosen for each card.
- Students will then play a memory game
- Students will act out a weather condition for the rest of the group to guess.
- Then, students will draw pictures based on friends’ descriptions of weather conditions.

**Assessment:** Numbering pictures activity including all key vocabulary.
  Matching sentences to pictures

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**SIOP Lesson Plan Eight: Building Background**

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<thead>
<tr>
<th>Unit/Theme:</th>
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<tbody>
<tr>
<td>Storms (tornado, hurricane)</td>
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</table>

<table>
<thead>
<tr>
<th>Content Objective(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The student will understand the following vocabulary: thunderstorm, hail, tornado, hurricane, hot air, cold air, ocean, field</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Objective(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The student will be able to complete numbering pictures activity with the target vocabulary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
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<tbody>
<tr>
<td>- thunderstorm, hail, tornado, hurricane, hot air, cold air, ocean, field</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplementary Materials:</th>
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</thead>
<tbody>
<tr>
<td>- sorting cards</td>
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<tr>
<td>- drawing and describing</td>
</tr>
<tr>
<td>- matching game</td>
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<td>- Writing words to pictures</td>
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<tr>
<td>- Venn Diagram</td>
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<table>
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<tr>
<th>SIOP Features</th>
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<th>Preparation/Strategies:</th>
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<tr>
<td>- Adaptation of content</td>
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<tr>
<td>- Links to background</td>
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<td>- Links to past learning</td>
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<tr>
<td>- Strategies incorporated</td>
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<th>Scaffold:</th>
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<tbody>
<tr>
<td>- Modeling</td>
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<td>- Independent practice</td>
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<td>- Comprehensible input</td>
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<table>
<thead>
<tr>
<th>Grouping Options:</th>
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</thead>
<tbody>
<tr>
<td>- Whole class</td>
</tr>
<tr>
<td>- Small groups</td>
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<tr>
<td>- Partners</td>
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<tr>
<td>- Independent</td>
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<tr>
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<tr>
<td>- Reading</td>
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<tr>
<th>Higher Order Thinking:</th>
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<td>- Oral Questions</td>
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<table>
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<tr>
<th>Assessment:</th>
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</thead>
<tbody>
<tr>
<td>- Individual</td>
</tr>
</tbody>
</table>
Lesson Sequence:

First section: I will explain to students that we are going to begin learning new vocabulary without songs this time. To assess and activate prior knowledge I will partner with the students to complete picture numbering activity. I will model how to do this activity until students can complete the activity independently. All of the key vocabulary is included on the list for this activity. The text that I will use is attached at the end of this lesson. After completing the activity I will introduce the key vocabulary using the vocabulary words I made for the students. There is a page for each vocabulary term. On each page is the English word and illustrations with simple language captions. The captions are intended to make the vocabulary more comprehensible. We will discuss the terms and captions as we look at the words. We will start to learn the vocabulary.

Second section: We will write together. We will review the vocabulary with writing words and drawing pictures. During the review students will explain the meaning of each vocabulary word to me. They will identify any words they still do not understand (Vocabulary self-collection strategy) using the self-assessment of levels of word knowledge.

Third section:
- Using a set of sorting cards, we will sort picture cards into categories defined by the target vocabulary.
- We will discuss the category chosen for each card.
- Students will then play a memory game
- Students will act out a weather condition for the rest of the group to guess.
- Then, students will draw pictures based on friends’ descriptions of weather conditions.

Fourth Section:
- We will fill out a Venn Diagram comparing between hurricane vs. tornado

Assessment: Numbering pictures activity including all key vocabulary.
- Matching sentences to pictures

SIOP Lesson Plan Nine: Building Background

Date:
11.19.2015

Grade/Class/Subject:
Grade 2 – Science - Weather

Unit/Theme:
Snowstorm
Content Objective(s):
- The student will understand the following vocabulary: blizzard, rise, snowflakes, snowball, snowman

Language Objective(s):
- The student will be able to complete numbering pictures activity with the target vocabulary.

Key Vocabulary:
- blizzard, rise, snowflakes, snowball, snowman

Supplementary Materials:
- sorting cards
- drawing and describing
- matching game
- Writing words to pictures

SIOP Features
(Check those that apply)

Preparation/Strategies:
- Adaptation of content
- Links to background
- Links to past learning
- Strategies incorporated

Scaffolding:
- Modeling
- Guided practice
- Independent practice
- Comprehensible input

Grouping Options:
- Whole class
- Small groups
- Partners
- Independent

Integration of Processes:
- Reading
- Writing
- Speaking
- Listening

Higher Order Thinking:
- Oral Questions
- AMPartner Discussion
- Written Response
- Other

Assessment:
- Individual
- Group
- Written
- Oral

Lesson Sequence:

First section: I will explain to students that we are going to begin learning new vocabulary without songs this time. To assess and activate prior knowledge I will partner with the students to complete picture numbering activity. I will model how to do this activity until students can complete the activity independently. All of the key vocabulary is included on the list for this activity. The text that I will use is attached at the end of this lesson. After completing the activity I will introduce the key vocabulary using the vocabulary words I made for the students. There is a page for each vocabulary term. On each page is the English word and illustrations with simple language captions. The captions are intended to make the vocabulary more comprehensible. We will discuss the terms and captions as we look at the words. We will start to learn the vocabulary.

Second section: We will write together. We will review the vocabulary with writing words and drawing pictures. During the review students will explain the meaning of each vocabulary word to me. They will identify any words they still do not understand (Vocabulary self-collection strategy) using the self-assessment of levels of word knowledge.

Third section:
- Using a set of sorting cards, we will sort picture cards into categories defined by the target vocabulary.
- We will discuss the category chosen for each card.
- Students will then play a memory game
- Students will act out a weather condition for the rest of the group to guess.
- Then, students will draw pictures based on friends’ descriptions of weather conditions.

**Assessment:** Numbering pictures activity including all key vocabulary.
  Matching sentences to pictures

### SIOP Lesson Plan Ten: Building Background

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<td>Grade 2 – Science - Weather</td>
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**Unit/Theme:**
Forecast

**Content Objective(s):**
- The student will understand the following vocabulary: forecast, thermometer, Fahrenheit, Celsius, meteorologist, temperature, measure, degrees

**Language Objective(s):**
- The student will be able to complete numbering pictures activity with the target vocabulary.

**Key Vocabulary:**
- forecast, thermometer, Fahrenheit, Celsius, meteorologist, temperature, measure, degrees

**Supplementary Materials:**
- sorting cards
- drawing and describing
- matching game
- Writing words to pictures
- Making a thermometer

### SIOP Features

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<th>Preparation/Strategies:</th>
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<td>✅ Links to background</td>
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<td>✅ Small groups</td>
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<tr>
<td>✅ Links to past learning</td>
<td>✅ Independent practice</td>
<td>o Partners</td>
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<tr>
<td>✅ Strategies incorporated</td>
<td>✅ Comprehensible input</td>
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</tr>
<tr>
<td>Integration of Processes:</td>
<td>Higher Order Thinking:</td>
<td>Assessment:</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>✓ Reading</td>
<td>o Oral Questions</td>
<td>✓ Individual</td>
</tr>
<tr>
<td>✓ Writing</td>
<td>o AMPartner Discussion</td>
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<tr>
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<td>o Written</td>
</tr>
<tr>
<td>✓ Listening</td>
<td>✓ Other</td>
<td>o Oral</td>
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**Lesson Sequence:**

**First section:** I will explain to students that we are going to begin learning new vocabulary without songs this time. To assess and activate prior knowledge I will partner with the students to complete picture numbering activity. I will model how to do this activity until students can complete the activity independently. All of the key vocabulary is included on the list for this activity. The text that I will use is attached at the end of this lesson. After completing the activity I will introduce the key vocabulary using the vocabulary words I made for the students. There is a page for each vocabulary term. On each page is the English word and illustrations with simple language captions. The captions are intended to make the vocabulary more comprehensible. We will discuss the terms and captions as we look at the words. We will start to learn the vocabulary.

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**Third section:**
- Using a set of sorting cards, we will sort picture cards into categories defined by the target vocabulary.
- We will discuss the category chosen for each card.
- Students will then play a memory game.
- Students will act out a weather condition for the rest of the group to guess.
- Then, students will draw pictures based on friends’ descriptions of weather conditions.

**Fourth section:**
- Students will make a thermometer.

**Assessment:** Numbering pictures activity including all key vocabulary.
Matching sentences to pictures
Appendix 3

Lesson 1 (Hickery Dickery Dock song)
Hickery Dickery dock
I’m cold I’m freezing I’m hot
I’m warm I’m cool
It is wool
Hickery Dickery Dock

Lesson 2 (See Saw song)
See Saw Margery Daw
Swing, slide,
And jump rope
In playground

Ball and bat
Fun game to play
Swing, slide,
And jump rope
In playground

Lesson 3 (How are you Today Sir? song)
What is the Weather like Today?
The sun is shining
The sun is shining
It is sunny
It is sunny

The wind is blowing
The wind is blowing
It is windy
It is windy

The rain is pouring
The rain is pouring
It is rainy
It is rainy

The sun is shining
The sun is shining
It is sunny
It is sunny

Lesson 4 (How are you Today Sir? song)
What is the Weather like Today?
The snow is falling
The snow is falling
It is snowy
It is snowy

The clouds are moving
The clouds are moving
It is cloudy
It is cloudy

The fog is spreading
The fog is spreading
It is foggy
It is foggy
The sun is shining
The sun is shining
It is sunny
It is sunny

Lesson 5 (The Wheels on the Bus song)

Strong Storms
Storms are strong
They have strong wind
Heavy rain
Or heavy snow
They bring some lightning
And thunder too
Too much rain
This is flood to us

Lesson 6 (Roses are Red song)

Cloud types

Stratus clouds are straight
Cumulus clouds are puffy
Cirrus clouds are feather like
And cumulonimbus clouds grow
Appendix 4

Songs Survey

Did you like to learn about weather with the help of songs?

Did you like to learn about weather without songs more?

Do you like listening to songs?

Do you feel you learn better with songs? Why?

Do you think you learn better without songs? Why?

What did you like the most about our songs in class?

Thank you!
References


