

Musical Echoing



Musical Echoing is an extremely cool call and response method of learning language through active listening, repeating and effortlessly memorizing simple stories set to music. The simple stories are told in a unique and rhythmic way, using pictures and physical gestures or movements as additional memory aids. This method combines the best methodologies in language learning for optimum success.

This brand new and unique method combines the most pleasant and effective elements of the Multiple Intelligences (musical, visual, kinesthetic and linguistic) and the most successful methodologies (chanting, using music, picture reading, TPR and story telling) to teach vocabulary, sentences, paragraphs and stories in musical -story form.

Musical Echoing uses pictures as cues, reinforcements, clarification or memory guides; and specially selected music as a vehicle with which sequences sentences or stories are rhythmically listened to and later chanted. Physical gestures and movements may also be added later.

Musical Echoing is good for any age and any level. After using this method for a while you and your students will be able to make up your own stories or synthesize what you have read in readers or books in song/chant form.



?? How ??

Musical Echoing is easy, effective and fun. Because of this, teachers are very happy to adopt this method as part of an established program or as a primary curriculum (supplemented with other great materials).















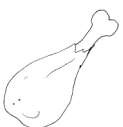





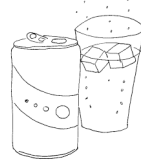




- The teachers introduces main vocabulary by showing the pictures and/or using gestures (if applicable).
- Play the story/song from the CD, showing the pictures (or pointing to the pictures on the chalkboard tray) as the word or phrase is sung. The students don't repeat yet.
- Show the flash cards (3-4 at a time) and say part sa,b, or c. Have a few students take turns pointing to the correct picture
- Put on the music-only CD or the teacher recites the script rhythmically. Still show the pictures (flashcards) as the words or phrases are sung. This time the students repeat after you, but a/a, b/b, a,b,c/c. (teacher recites part A, students repeat A; teacher recites part b, students recite b, teacher recites a,b, and c but the students ONLY repeat c.
- Do this as a group about 3-4 times, then ask individuals only to do the repeating. Perfection is not expected at this point.
- Ask leveled questions after completion (7-8 repetitions both group and individuals) of each verse. The oral questions are leveled and they are included here for greater ease during instruction. They are either/or questions first, then yes/no questions, then info questions. Don't expect full sentence answers. ("student" instead of "He's a student")That will be later.
- Continue with the rest of the verses in the story/song until the entire story has been heard, repeated and questioned.
- The same day, for homework or another day, ask students to orally recite the Rhexus script (words and pictures). This is assessing their recall. If they are of the right age, you may have them write the whole script. They may use their picture glossary at the back of their workbook if needed.
- For further reinforcement the workbook pages have more questions.
- The students' workbook has simple, short and related readings with a few content or grammar questions that you may want to have the student read alone or as a group. Most of these stories are also fun to act out and possibly film. (This is not meant to be done with music)
- You may assess their oral/written knowledge by either using the pictures in flashcard form, pass out the picture-only sheet (in this Teacher's Manual), or make a transparency of the picture sheet. This same transparency can be used to clarify pictures if the students can't make out the pictures in their workbook.

Supplement (more grammar, more vocab., more practice...) or move on to the next story/song. Have fun! This is very active, inter-active, and totally successful learning!

Story number	title	theme	lesson	Music used
Story # 1	School 1	School supplies	There is, a, it, he	Getting Down
Story # 2	School 2	Classroom objects	Plurals, adjectives	Simply Reggae
Story # 3	Busy Schedule	School subjects	Ordinal numbers, verbs	Bouncy Rock
Story # 4	How Are You Today?	feelings	Adjectives, verbs	Boogie-Woogie
Story # 5	We Are Very Different	descriptions	Adjectives, misc. verbs, to be	Honky-Tonk
Story # 6	Crazy Weather	Weather, clothes	Misc. grammar., bored, boring	Ragtime
Story # 7	Family Portrait	family	Adjectives, d.o. pronouns	Emotional
Story # 8	The Party	curiosity	Question words, verbs	Dixieland Swing
Story # 9	Always Busy	Daily schedule	Days, time, verbs, adj.	Soulful Swamp
Story # 10	Whenever I'm Hungry	Food	Food, meals To be hungry	Swag Rock
Story # 11	I Won't Be Able To	Body, pain	my...hurts, going to w/infinite, verbs	R & B
Story # 12	The Perfect Clothes	clothing	Clothing, double object pronouns	Roarin' Reggae
Story # 13	What Are You Doing Now?	pastimes	Present perfect, misc. verbs	Down Home Blues
Story # 14	If You Want to Play	sports	Need to, sports and sports misc.	Friendly Blues
Story # 15	The Lost Tourist	Places in town	Imperatives, directions, places	Soulful Bass
Story # 16	I Really Don't Want To	Daily activities	Time, reflexive verbs, Expression with "to have"	Generic Blues Riff
Story # 17	At Midnight	Scary night	Negative words, exp. With "to have", misc	Mysterious
Story # 18	The Wind and the Sun	Aesop's Fable	Comparison, past tense, future	Exotic

Story # 10 - Whenever I'm Hungry

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

1. Whenever  all I can do is  what I'm going  .
2. For my morning  I eat  and  and I drink my  .
3. When it's time for  I eat  and also  .
4. For my  there are  and a glass of  .
5. Then for my  later, I eat  and  and a cup of  .
6. At the  I'll eat some  and  and a  with  .
7. When I  I'll eat a  and  .



Questions – Story # 10

Yes or No

- _____ 1. She thinks about what she is going to read when she's hungry.
- _____ 2. She thinks about what she is going to eat when she's thirsty.
- _____ 3. She eats eggs and potatoes for breakfast.
- _____ 4. She drinks apple juice.
- _____ 5. She eats pizza for lunch.
- _____ 6. She also eats salad for lunch.
- _____ 7. There are cookies and chocolate for dinner.
- _____ 8. She eats chicken and cookies for dinner.
- _____ 9. She drinks hot tea.
- _____ 10. She'll drink a soft drink.

Write the correct answer

1. What does she think about when she's hungry? _____
2. What does she eat for breakfast? _____
3. What does she drink? _____
4. When does she eat salad? _____
5. What does she eat after school? _____
6. When does she eat chicken and rice? _____
7. How is the tea? _____
8. When is the party? _____
9. What does the soft drink have? _____
10. What will she eat when she gets home? _____



Extra Reading – A Different Kind of Picnic



The Burns family is talking in the kitchen. They want to do something interesting today but they don't know what yet.

Amy says, " I know. Let's have a picnic in the mountains."

Mrs. Burns answers, "Good idea. First we have to go shopping to buy some food."

"Let's all go to the car. Jeremiah, go get the napkins and the plates," says Mr. Burns.

Everyone is very excited. It is going to be a fun picnic. When they get to the store, everybody helps.

"We will be very thirsty so I know that we'll drink a lot. I'm going to buy a lot of lemonade. Is that O.K., Mom? " Jeremiah asks.

"Yes, of course, son. I'm going to make you some sandwiches so I'll need some bread. Where is the bread? Oh, there it is. Amy, what kind of sandwich do you want?" Mom asks.

"Oh, I'll take an egg salad sandwich, please."

"And I want a few hot dogs," says Jeremiah.

"I want a peanut butter and jelly sandwich," Dad adds.

"Oh, what a family. All different. And I don't even want a sandwich. I want a salad," says Mom, as she puts lettuce, tomatoes, cucumbers and carrots in the shopping cart.

They decide to buy some corn chips and potato chips. Amy gets them and puts them in the cart. Now, what should they eat for dessert?

"Kids, what do you want to eat for dessert?" Mrs. Burns asks.

"I want cake, " Amy says.

"I prefer ice cream," says Jeremiah.

"I'm sorry, kids, we are going to eat fruit. It's better for you," says Dad.

Mr. Burns buys bananas, oranges, apples and pears and puts them all in the shopping cart. They pay for the food and run out happily to their car. They want to begin their fun picnic right away. Dad looks at the sky. It's getting very cloudy.

He says, "Oh, no! It looks like it's going to rain!"

"You're right. But it's not **going to** rain, it **is** raining. Look, it's raining hard now. What are we going to do? This ruins our whole day," says Amy.

"We're going to have a picnic, of course," says Mom.

"But where?" ask both the children at once.

"Well, on our living room floor. We'll put a blanket on the floor and we'll eat on it. Does that sound like fun?" asks Mom.

"Great. What an excellent idea. Let's hurry. I'm hungry!" says Jeremiah.



Questions

Write Yes or No

- _____ 1. The family wants to have a party.
- _____ 2. They go shopping.
- _____ 3. Everybody wants to eat a sandwich.
- _____ 4. They are going to drink juice.
- _____ 5. They are going to have their picnic in their house.

Choose the correct word then write the sentence on the line.







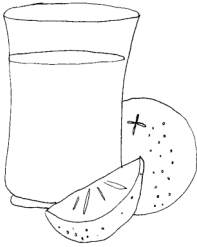

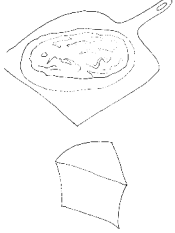


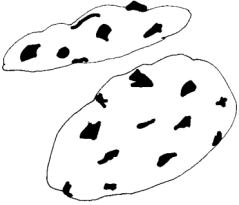
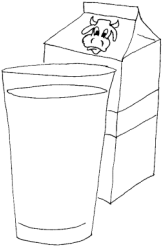

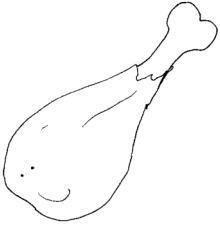

6. Oh, look, (I'll/it's) raining now. _____
7. Do you think (I'll/I'm) beautiful? _____
8. We (doesn't/don't) want to go there. _____
9. We think (we're/we'll) go today. _____
10. They think that (we're/we'll) very nice. _____

Answer The Questions

11. What do they want to do today? _____
12. Where do they want to go? _____
13. Who helps to buy the food? _____
14. How is everybody feeling? _____
15. Why does Jeremiah buy a lot of lemonade? _____

16. When are they going to have their picnic? _____
17. Which fruits does Dad buy? _____
18. Where do they finally have their picnic? _____

Story # 10 Picture Glossary

			
I' m hungry	think about	to eat	breakfast
			
Some eggs	potatoes	orange juice	my lunch
			
pizza with some cheese	A salad	after - school snack	cookies with chocolate
			
milk	dinner	chicken	rice

